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General Information

Stout School of Education Calendar

The complete calendar of events occurring in the School of Education can be found on the website by following the below link:

http://www.highpoint.edu/education/events/

Please be sure to visit the site often for deadlines, updates, etc.

School of Education Website

All students majoring in teacher education are strongly encouraged to regularly visit the School of Education website which can be accessed directly from the university’s main page: www.highpoint.edu in the drop down menu called Academics. The School of Education website will allow students to review all current news, programs, and items of interest related to the licensure programs for teacher education. Each respective degree program and licensure area has specific course requirements and a suggested four-year plan of study. Current handbooks, news items, faculty information and scholarship applications as well as the updated SOE calendar also can be accessed through the website.

Facebook Page

Students are encouraged to also “like” use on Facebook at http://www.facebook.com/HPUEducation. This will allow all students majoring in Education to stay informed on current news and upcoming events and meetings.

Electronic Evidences and edTPA

The School of Education’s electronic evidences to assess candidate proficiency for the N.C. Professional Teaching Standards has been replaced by the state’s adoption of a performance-based student teaching portfolio. The School of Education has opted to use the edTPA portfolio and has been working over the last three years to transition our students to this assessment tool. In 2020-2021 all students will prepare an edTPA portfolio during their student teaching internship and these will be sent for external scoring at the end of the spring 2020 semester. The cost of the edTPA portfolio submission for each student is $300.

Important Note:
Only students pursuing the Licensure-Option are required to complete an edTPA portfolio. Access to the current edTPA Handbook for the student’s specific licensure area is available through the Resources link in his/her Foliotek account which is the School of Education’s software program for tracking candidate data and program outcomes. Student subscriptions to Foliotek are included in their technology fee. Undergraduate students will be asked to secure a Foliotek account in sophomore year at the time they plan to declare their intention to progress in the School of Education as either (1) Licensure-track candidate, (2) Non-Licensure-track candidate, or (3) Education Studies candidate. The School of Education tracks the progress of all education majors through this data and verifies that students are successfully meeting the requirements of their intended program of study.
Programs of Study

Program Overview

The Educator Preparation Program at High Point University has long been recognized for its excellence throughout North Carolina and the Eastern United States. It is broadly based within the liberal arts tradition, rigorous, field centered, and highly personalized. All of the educator preparation programs at High Point University are approved by the North Carolina Department of Public Instruction (DPI) and the Council for the Accreditation of Educator Preparation (CAEP).

Embedded within the High Point University educator preparation program is many opportunities to become closely involved in local public schools. Collaboration on a variety of research based projects and partnerships currently exist between High Point University’s Stout School of Education and the surrounding public schools. As a result, our candidates are engaged in many pre-professional activities such as literacy and technology tutoring, mentoring, and assisting with small group and whole class instruction beginning in the second semester of freshman year with EDU 1200. All fieldwork experiences are carefully structured and supervised by faculty in the School of Education so that candidates are challenged to grow in their knowledge, skills, and dispositions.

All initial licensure programs offered through the School of Education include the following components:

- Programs of study focus on 21st century skills that include the development of collaboration, technology, assessment, and leadership.

- All methods courses include developing an understanding of integrated curriculum, inquiry based teaching, growth mindset principles literacy, and field-work to promote an understanding of the interconnectedness of content areas/disciplines.

- A strong literacy strand has been woven throughout all programs of study that focuses on reading process, assessment, literacy across content areas and writing.

- Technology is infused throughout the programs of study. In junior year, a technology course called Technology for Teachers (EDU 3110) will introduce students to Web 2.0 technologies as well as training in using the SmartBoard and iPad. All candidates will take their final technology course in senior year called Technology Integration for Middle & Secondary Level Classrooms (EDU 4008); Technology Integration for Special Education K-12 Classrooms (EDU 4009); or Technology Integration for Elementary K-6 Classrooms (EDU 4110). Candidates will combine their technological skills with pedagogical and content knowledge to integrate technology effectively into lesson plans and units. Strategies for videotaping the required edTPA instructional lesson plan occurs in EDU 4008/9/10).

- Concurrently with the final internship experience, all candidates will create assessments and conduct data analyses in order to make informed instructional decisions about the K-12 students to whom they are assigned. Technology integrated evaluation systems such as the Educational Value-Added Assessment System is also addressed.
Licensure and Non-Licensure Options

Initial Teacher Licensure Degree Programs:
- Elementary Education (K-6)
- Middle Grades Education (6-9), Concentrations: LA, Math, Science, or Social Studies
- Secondary Education (9-12), Concentrations: Biology, Comprehensive Science, English, Social Studies, or Mathematics
- Special Subjects Areas (K-12), Concentrations: Spanish or Health/Physical Education
- Special Education (K-12), Concentrations: General Curriculum or Adapted Curriculum
- Master of Arts in Teaching (MAT) in Elementary Education K-6 (Phase I Completion Required)
- Master of Arts in Teaching (MAT) in Secondary Mathematics 9-12 (Phase I Completion Required)

Non-Licensure Degree Programs:
- Education Studies (liberal studies major)
- Elementary Education (without student teaching and other licensure assessments such as edTPA)
- Special Education (without student teaching and other licensure assessments such as edTPA)
- Health/Physical Education (without student teaching and other licensure assessments such as edTPA)
- Middle Grades Education (without student teaching and other licensure assessments such as edTPA)

Add-On Licensure Programs:
- Academically Gifted
- Add-On License in Educational Administration
- Add-On License in Exceptional Children’s Program Director

Minors:
- Special Education Minor
- Health Education Minor
- Athletic Coaching Minor
- Education Studies Minor

Advanced Licensure Programs:
- MAT Elementary Education K-6 (Phase II Completion is required for Masters Degree)
- MAT in Secondary Mathematics 9-12 (Phase II Completion is required for Masters Degree)
- B.A. to M.Ed. Program in Elementary Education (STEM, Content or Literacy Concentration)
- B.A. to M.Ed. Program in Special Education: Intellectual Disabilities
- B.A. to M.Ed. Program in Educational Leadership
- M.Ed. in Elementary Education (STEM, Content or Literacy Concentration)
- M.Ed. in Secondary Mathematics 9-12
- M.Ed. in Special Education Intellectual Disabilities
- M.Ed. in Educational Leadership
- Ed.D. in Educational Leadership
Knowledge Base and Conceptual Framework  
(Approved by Teacher Education Council March 2011)

Background

The knowledge base for an educator preparation program is the body of the research, expert opinion, and professional practice that undergirds and informs that particular program. The knowledge base helps to define what an effective teacher needs to know and be able to do, and it helps to determine the essential knowledge, skills, and dispositions that each candidate in the program will have an opportunity to acquire.

In August 2006, the State Board of Education adopted a new guiding mission for North Carolina Public Schools which ensures that “every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century”. Within this initiative, several goals were outlined to guide professional educators to make the necessary and sweeping changes needed to achieve this mission. Broadly, these goals include a focus on the development of 21st century curriculum that is both rigorous and inclusive with visionary leaders who are capable of using innovative 21st century systems.

In 2006, the State Board of Education charged the North Carolina Professional Teaching Standards Commission with the task of aligning its standards for teachers with this newly adopted mission. Critical to the success of these new initiatives is the recognition that in an increasingly challenging, and ever-changing environment, today’s practicing teachers must effectively possess the knowledge, skills, and dispositions to lead in the real-world environment of 21st century schools. Different demands dictate new roles for teachers in their classrooms and in their schools. An increased focus on the development of teacher leadership skills, collaboration, and delivery of instruction that is integrated with 21st century technologies has become paramount in significance in the newly approved North Carolina Professional Teaching Standards (2008).

Research on Effective Teaching for the 21st Century

Clearly, the vision for today’s 21st century teachers not only embraces the need for reflective decision-making but also addresses the need for educators to be effective leaders, and collaborators. Professional development opportunities which enhance problem-solving and exposure to problem-based learning designed to stimulate inquiry, reflection, and to challenge perspectives regarding key issues, values and needs has become the focus of structured leadership training (Rowley, 1999). It is imperative that teachers develop a strong knowledge base and expertise in their craft to assume the role of teacher leader in a rapidly changing setting that must increasingly value individual and cultural diversity, while striving toward higher standards for academic achievement (Grant & Gillette, 2006). It is no longer enough to know what and how to teach, but in the 21st century, it is incumbent upon teachers to develop the skills base to guide students in becoming caring, competent, collaborative individuals. Danielson (2006) notes that a learning environment which is conducive to enabling students to acquire 21st century skills must not only exist for the students but also for the educators tasked with preparing the students, as they themselves must be well versed in and practicing these skills as professionals. According to the 2001 Report of the Task Force on Teacher Leadership, "No single principle of school reform is more valid or durable than the maxim that student learning depends first, last, and always on the quality of the teachers. Experts may disagree about how the system functions, or whether it is adequately funded, but no list of educational priorities fails to place teacher quality at or very near the top" (School Leadership for the 21st Century, 2001).
Leadership in the “Global” 21st Century Classroom

In order for today’s students to be prepared to navigate the 21st century world, they must become proficient in 21st century literacies, including media, information and cyber literacies. Twenty-first century curriculum has certain critical attributes in that it should be interdisciplinary, project-based, and research-driven. Multiple literacies such as higher order thinking skills, multiple intelligences, and 21st century technologies should be emphasized. The classroom must be expanded to include the greater community and service learning should become the focus of many critical long-term projects. The curriculum and instruction should be designed to challenge all students, and provide for differentiation. There is substantial research supporting the effectiveness of 21st century instructional methodologies which include technology-assisted and inquiry-based learning activities. When these instructional strategies are used in a cooperative learning environment, students are seen to learn more and retain knowledge better (Moursund, 2004; President’s Committee of Advisors on Science and Technology, 2001). Teaching through “inquiry” involves engaging students in the process of researching and collecting data with teacher support and coaching. The inquiry-process emphasizes web research and critical thinking skills through active teacher coaching to model effective inquiry and to promote reflection (Roy, D.; Kustra, E; & Borin P., 2003). Because this approach to teaching and learning is significantly different from the "stand and deliver" approach used by many teachers, it tends to require a significant amount of ongoing and sustained professional development for its effective implementation (Sandholtz et al. 2000). Although the incorporation of technology is central to the types inquiry-based instruction found in a 21st century classroom, research suggests that most teachers have difficulty incorporating these tools into daily instruction (Comeau, 2008). In many countries today’s students are referred to as “digital natives”, and today’s educators as “digital immigrants” (Wesch, 2008)).

Teacher Leadership in the School

The vision for 21st century schools emphasizes that today’s teachers are empowered to expand their leadership by working collaboratively with all school personnel on important issues such as curriculum design and school improvement. Darling-Hammond (1996) cited shared decision making as a factor in curriculum reform and the transformation of teaching roles in some schools. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of teacher commitment and subsequent student achievement (Maxwell, 2005). Despite compelling evidence indicating that working collaboratively represents best practice, teachers in many schools continue to work in isolation. Even in schools that endorse the idea of collaboration, the willingness to collaborate often equates with congeniality or developing consensus on operational procedures, and committees to oversee different facets of the school’s operation, such as discipline, technology, and social climate. Although each of these activities can serve a useful purpose, none represents the kind of professional dialogue that can transform a school into a professional learning community. The development of professional learning communities requires training, structure, and support for this expanded professional role for today’s teacher leaders. As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement (Dufour, 2004). Professionally, teachers who have participated in professional learning communities have reported benefits such as a reduction in feelings of isolation, increased commitment to the mission and goals of the school, and increased feelings of professional renewal, morale, and desire to inspire students (Hord, 1997).
The Educator Preparation Programs at High Point University

The conceptual framework, “The teacher as leader for learners in a global world,” reflects an intention to create a learning environment in which teacher candidates become reflective practitioners who collaborate and lead in their classrooms and schools for the purpose of preparing students to meet the challenges of a global society.

With the beginning of the 21st century and the explosion of digital technologies, the classroom has become the world. The learner must now navigate the world with 21st century literacies. The teacher facilitating the development of the learner must not only be a reflective decision-maker, continue to have a strong knowledge base and understanding of the learner, but also to be an effective leader and collaborator.

The professional development of the effective teacher is portrayed in the triangle which showcases the characteristics of reflection, collaboration and leadership. The effective teacher must be able to reflect in order to make informed decisions and develop the skills needed to collaborate with colleagues, parents and the community to improve the ability of the learner to succeed in the P-12 environment. Along with reflection and collaboration, the effective 21st Century teacher must expand the role by development of leadership skills. With the combination of these three characteristics, the effective teacher can facilitate change and innovation in the experiences of the learner, via the classroom and the school as well as professional development.

Surrounding the professional development of the teacher candidate is the 21st century knowledge of the learner, knowing the developmental, emotional and cultural aspects of each learner. This leads to the teacher’s facilitation of the acquisition of 21st century skills needed by the learner to critically think, problem solve, utilize technology, communicate, and collaborate. All this occurs in the 21st century classroom which mirrors the world both in diversity and communication but also provides the learner an environment that is nurturing, inclusive, healthy and safe.
Toward this end, the educator preparation programs at High Point University have adopted the following program objectives:

1. To provide an educator preparation program that provides candidates with the experiences needed to become 21st century professionals.

2. To facilitate the teacher education candidate’s acquisition of the 21st century knowledge, skills, and dispositions needed to produce globally competitive P-12 students.

3. To help prospective teachers to develop the leadership skills needed to effectively collaborate, facilitate change and innovation, and make informed decisions which impact student success.

4. To promote the teacher education candidate’s understanding of how to develop a learning environment that is nurturing, inclusive, healthy, and safe.

In addition, those completing the High Point University Educator Preparation Program are expected to meet or exceed proficiency in the following areas:

- Content Knowledge in the Major
- Common Core and State Essential Standards
- Formative, Summative, and Value-Added Assessment
- Leadership skills
- Collaboration Skills
- Relationship Building
- Use of Technology
- A knowledge of Research
- Media and Financial Literacy
- A knowledge of diverse cultures and global issues
- A knowledge of multiple languages
- An understanding of the process of life-long learning
- Reading, Science, Mathematics, and Communication Skills
- Curriculum Integration
- Critical Thinking and problem solving skills
- Innovative and Creative Thinking
- Reflection and Informed Decision Making
Works Cited


DuFour, R. (2004). What Is a ”Professional Learning Community”? 61 (8), pgs. 6-11


Matrix of Undergraduate Course Competencies

The following matrices are provided to assist full and part-time faculty in knowing what major outcomes and competencies are addressed in specific professional education courses across the various programs of study. It may be beneficial to review what topics have been introduced in earlier courses so that candidates are continually challenged to grow in their knowledge, skills, and dispositions.

<table>
<thead>
<tr>
<th>Course</th>
<th>Curriculum/Topics Covered</th>
</tr>
</thead>
</table>
| EDU 1200  | Professional Code of Ethics/University Honor Code  
Careers in Teaching  
Admission to Teacher Education  
Introduction to School of Education’s Student Educational Organizations  
Field Work Required: (Disposition and Performance in the Field Assessed) |
| EDU 2100  | Developmental characteristics of the learner through adolescence  
Educational Psychology Theories including Developmental, Cognitive, Behavioral, Learning Styles, Multiple Intelligences, Brain-Based Research  
Service Learning Course  
Disposition Assessed |
| EDU 2200  | The Model of 21st Century Teaching and Learning/Mission of N.C. Public Schools  
Teacher Leadership in the Classroom, School and in the Teaching Profession  
21st Century Content and Technology Skills Mapping  
Lesson Planning  
Making Global Connections in the 21st Century Classroom  
edTPA: Practice Assignment: Context of Learning Introduced |
| EDU 3100  | Characteristics and Educational Planning for Students with Exceptional Needs  
Service Delivery for Special Needs Students  
Developing Skills for Collaboration with Professional Colleagues, Parents, and Families  
Inclusion and co-Teaching Models for today’s Classrooms  
Differentiated Instruction and other Grouping/Team-Based Models |
| EDU 3110  | Web 2.0 technologies  
NETS-T Standards  
Blogs, wikis, podcasting, video conferencing, virtual field trips  
Webquests, RSS feeds, interactive whiteboards and student response systems |
| EDU 4008/4009/4110/4510 (Literacy)/4511(STEM) | Technology Integration for Elementary K-6 Classrooms  
How to use of technology to engage, enhance, and extend learning through integration with Common Core/Essential Standards for elementary school students. e-books, |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Content</th>
</tr>
</thead>
</table>
| EDU 4166/4566 | Creating assessments that yield valid and reliable data  
Data analyses and student progress monitoring  
Using data to make informed instructional decisions  
Communicating to others what the data results mean  
Rubric design  
Formative and summative assessment practices  
edTPA Assessment Assignments and Artifacts  
edTPA Portfolio |
| EDU 4230/40/50/60/70 | Full-time internship in a public school K-6 classroom  
Application of theories and strategies  
edTPA Portfolio |
| EDU 4200 | Common Beliefs related to diversity.  
Strategies to engage learners from diverse backgrounds (language, disability, gender, ethnicity, race, and socioeconomic status).  
ESL/Students with Special Needs  
Overcome personal biases regarding diversity issues.  
Poverty |
| EDU 4134/44/54/64/74 | Beginning of the 16 week supervised student teaching internship (Self-Assessment and Professional Growth Plan Required)  
edTPA Portfolio |
| EDU 4200 | edTPA Videotaping  
Web-based applications to enhance planning and teaching  
Or-  
EDU 4510  
NETS Standards for Teachers and Administrators  
Web 2.0  
School technology systems and online learning through NCVPS  
Or-  
EDU 4511  
Integration of science, technology, engineering, and mathematics (STEM) into appropriately differentiated lessons for K-12  
Robotics, programming with Scratch and iCreate,  
Interactive whiteboards applications for STEM  
iPad applications for STEM  
Web 2.0 technologies. |
<table>
<thead>
<tr>
<th>Course</th>
<th>Curriculum/Topics Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3130</td>
<td>Primary Grade (K-2) Focus Multimodal literacies, the role of prior knowledge, cultural/linguistic background, motivation, and personal significance on comprehension. Fieldwork Required</td>
</tr>
<tr>
<td>EDU 3131</td>
<td>Multimedia approach to literature and use in the elementary curriculum with emphasis on integration of fiction and nonfiction literature into curriculum.</td>
</tr>
<tr>
<td>EDU 3230</td>
<td>Intermediate Focus (3-5) Formative/Summative Reading Assessment Tools Planning, implementing, and evaluating reading assessment data to modify instruction Fieldwork Required</td>
</tr>
<tr>
<td>EDU 3233</td>
<td>Mathematics Process and Integrated Instructional Strategies Differentiated Lesson Planning 30 Hour Fieldwork Required (Disposition and Performance in the Field Assessed) edTPA Introduction</td>
</tr>
<tr>
<td>EDU 3234</td>
<td>Emphasis on prevention, understanding behavioral principles and behavioral interventions Teaching prosocial, communication, and self-management behaviors De-escalation techniques, behavioral data collection, creation of behavior intervention plans and adjusting interventions based on data</td>
</tr>
<tr>
<td>EDU 4133/4533</td>
<td>Integrated Social Studies instruction Integrated math and science instruction Unit Development Cooperative Learning Lesson planning and Delivery</td>
</tr>
<tr>
<td>EDU 4130</td>
<td>Prevention and Intervention (Proactive and Reactive) Classroom Management Approaches Functional Behavior Assessment Collecting data to produce behavior change Developing appropriate discipline plans Positive Behavior Support Programs (PBIS)</td>
</tr>
<tr>
<td>EDU 4135</td>
<td>Integrating Arts into Instruction (Music, Drama and Art) Painting, Printmaking, Puppet Shows, Mirror Games, Rhythmic Games, Story Theater</td>
</tr>
</tbody>
</table>
## Middle Grades Education Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Curriculum/Topics Covered</th>
</tr>
</thead>
</table>
| **EDU 3280** | Review of English/LA Standards K-12  
In-depth study of a content-area topic  
edTPA Introduction  
Instructional Strategies to decode, comprehend, interpret and apply print and non-print information in various content areas.  
The processes of literacy required for making sense of new, incoming content material |
| **Methods Block:** **EDU 4150**  
**EDU 4154** | Unit Development/Integrating Content Instruction  
Differentiated/Cooperative Learning Instruction and Lesson Planning  
Lesson planning and Delivery  
Beginning of the 16 week supervised student teaching internship (Self-Assessment and Professional Growth Plan Required)  
edTPA Portfolio |
| **EDU 4280** | Positive Classroom Environments 6-12  
Conflict Resolution/Anger Management Strategies  
Understanding the developmental changes of the adolescent and impact on behavior  
Social Networking Issues/Cyberbullying  
Gangs and other forms of Social Deviance |

## Special Education Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Curriculum/Topics Covered</th>
</tr>
</thead>
</table>
| **EDU 3130** | Multimodal literacies, the role of prior knowledge, cultural/linguistic background, motivation, and personal significance on comprehension.  
15-Fieldwork Required |
| **EDU 3140** | Policies Governing Services for Children with Disabilities  
Norm Referenced Standardized Assessments  
Intellectual and educational screening, adaptive behavior, using standardized, non-standardized, and alternative formats commonly utilized for identification of mild disabilities.  
edTPA Introduction |
| **EDU 3233** (GC only)  
**EDU 3243** (GC only)  
**EDU 3244**  
**EDU 3245**  
**EDU 3246** (Adapted only) | Mathematics Process and Integrated Instructional Strategies  
Struggling Readers and Writers  
Corrective Reading Program  
Differentiated Lesson Planning  
30-Hour Field Work Required: (Disposition and Performance in the Field Assessed) |
**EDU 3290 (Adapted only)**  
Teaching and Learning Strategies: Practicum in Special Education  
Classroom and Behavioral Management for Special Education Teachers K-12, Functional behavioral assessment (FBA), applied behavior analysis and PBIS (Positive Behavior Support interventions)  
Systematic instruction in curriculum, assessment, and instructional methods for students with moderate to severe disabilities.

**EDU 4141 (GC only)**  
**EDU 4142**  
**EDU 4144**  
**EDU 4150 (GC only)**  
**EDU 4290 (Adapted only)**  
Collaborative instruction with an emphasis on English, social studies, science and math.  
Policies and Procedures utilized for IEP planning  
Software programs for writing individualized educational plans in grades K-12, *Easy IEP*  
Curriculum based assessment (CBA)/Criterion referenced testing (CRT).  
Transition planning  
Beginning of the 16 week supervised student teaching internship (Self-Assessment and Professional Growth Plan Required)  
edTPA Portfolio

### Secondary Education Programs

<table>
<thead>
<tr>
<th>Course</th>
<th>Curriculum/Topics Covered</th>
</tr>
</thead>
</table>
| **EDU 3280** | Review of English/LA Standards K-12  
Instructional Strategies to decode, comprehend, interpret and apply print and non-print information in various content areas.  
The processes of literacy required for making sense of new, incoming content material  
In-depth study of a content-area topic  
edTPA Introduction                                                                                                                                 |

| **EDU 4160/1/2/3/4** | Unit Development/Integrating Content Instruction  
Differentiated/Cooperative Learning Instruction and Lesson Planning  
Lesson planning and Delivery  
Self-Assessment and Individual Growth Plan Required  
Unit Development/Integrating Content Instruction  
Differentiated/Cooperative Learning Instruction and Lesson Planning  
Videotaped Lesson in Internship I required as part of methods block  
Beginning of the 16 week supervised student teaching internship (Self-Assessment and Professional Growth Plan Required)  
edTPA Portfolio |

| **EDU 4280** | Positive Classroom Environments 6-12  
Conflict Resolution/Anger Management Strategies  
Understanding the developmental changes of the adolescent and impact on behavior |
### Social Networking Issues/Cyberbullying

Gangs and other forms of Social Deviance

### Specialty K-12 Programs

<table>
<thead>
<tr>
<th>Course</th>
<th>Curriculum/Topics Covered</th>
</tr>
</thead>
</table>
| **EDU 3280** | Review of English/LA Standards K-12  
Instructional Strategies to decode, comprehend, interpret and apply print and non-print information in various content areas.  
The processes of literacy required for making sense of new, incoming content material  
In-depth study of a content-area topic  
edTPA Introduction                                                                                                                                 |
| **EDU 4170/1/2**  
**EDU 4174** | Unit Development/Integrating Content Instruction  
Differentiated/Cooperative Learning Instruction and Lesson Planning  
Lesson planning and Delivery  
Beginning of the 16 week supervised student teaching internship (Self-Assessment and Professional Growth Plan Required)  
edTPA Portfolio                                                                                                                                 |
| **EDU 4280** | Positive Classroom Environments 6-12  
Conflict Resolution/Anger Management Strategies  
Understanding the developmental changes of the adolescent and impact on behavior  
Social Networking Issues/Cyberbullying  
Gangs and other forms of Social Deviance                                                                                                                                 |
A Commitment to Diversity, Equity and Inclusion

High Point University considers a strong commitment to diversity, equity, and inclusion as a core component of our mission and an essential ingredient to a holistic education in the liberal arts tradition. A liberal arts education forms critical thinkers, moving students from a fixed-mindset to a growth-mindset. This approach to learning prepares students for reflective action in an interdependent and diverse world. We not only understand and respect the unique talents and perspectives of all individuals but we also embrace and utilize their contributions. Our breadth of inclusiveness creates a path by which all individuals can achieve their highest potential in an increasingly complex and pluralistic society.

We strive toward the recruitment and retention of a diverse population of students, faculty, and staff who reflect an intersectional range of races, ethnicities, religions, genders, sexual orientations, sexual identity and gender expression, abilities, classes, ages, and political ideas. We recognize that diversity also includes a range of geographic locations, communication styles, family makeup, educational background, military service, and other unique life experiences. To encourage diversity and inclusion we endorse dynamic curricula and research agendas—through the university’s core education as well as all fields of study, programming, and community engagement—that include a multiplicity of views and perspectives.

Diversity, equity, and inclusion are not merely moral imperatives or societal goals, they are a competitive advantage. Our continued success as a university rests in our collective ability to embrace a multitude of opinions, ideas, and beliefs so that we can effectively educate the next generation of leaders who are culturally responsive, knowledgeable, and globally engaged. Our commitment to diversity, equity, and inclusion cultivates students’ desire for citizenship in complex global communities.

HPU School of Education Diversity Vision Statement

In conjunction with High Point University’s Commitment to Diversity, Equity, and Inclusion and the School of Education’s Conceptual Framework, the School of Education envisions an inclusive community that reflects the diversity of America’s public schools. This vision for diversity encompasses three goals. First, in keeping with the university’s perspective that inclusivity “creates a path by which all individuals can achieve their highest potential” and recognition that U.S. students benefit from having a diverse body of educators, the School of Education aims to recruit and retain a diverse population of students, faculty, and staff. Second, the School of Education’s Conceptual Framework maintains that part of preparing teachers for 21st century classrooms includes ensuring teacher candidates can recognize the “developmental, emotional, and cultural aspects of each learner.” Thus, the School of Education strives to impart in its students the knowledge and skills that will enable them to advocate for and recognize and meet the needs of the learners in their schools. Third, the School of Education acknowledges the national demands for teachers in high-need schools and specialty fields, like STEM, special education, and English language instruction. Therefore, it seeks to help meet those demands through promoting careers in high-need schools and specialty fields among its teacher candidates and graduate students. Approved by the High Point University Teacher Education Council, March 2015
Faculty Responsibilities

Teaching Responsibilities

Faculty designated with full-time status are expected to teach the equivalent of 16 semester hours each academic term (this is typically four 4-credit hour undergraduate courses). Instructors are on a 16 semester hour contract (four courses). According to the annual contract, each faculty member should maintain regular office hours and is expected to be on campus five hours each day unless facilitating approved field work in a K-12 school setting. Flexibility for faculty teaching in the Executive Cohort Model of delivery and those with obligations in the surrounding schools are taken into consideration. It is expected that faculty engaged in other research projects, grant initiatives and online course delivery will make prior arrangements with the dean as to the expectations for their presence on campus throughout the week. Office hours should be communicated to students so they are able to locate faculty during those hours outside of classroom instruction.

Faculty who plan to be off campus for extended meetings or conference attendance should notify the Dean or Associate Dean in advance of these trips. This is particularly important if the absence is during any days when campus meetings (School of Education faculty meetings, university faculty meetings, Teacher Education Council, etc.) are scheduled. Any faculty member who does not plan to attend a regular full-faculty meeting (usually scheduled the third Friday throughout the year of every month), must notify the Senior Vice President of Academic Affairs’ office prior to missing the meeting.

Additionally, the School of Education holds regular full-faculty and departmental meetings. For the 2020-2021 academic year, SOE faculty meetings will be held, as needed, on the third Friday of the month alternating with full university faculty meetings. Departmental meetings will be regularly scheduled for the 1st Friday of each month. All faculty are expected to maintain regular and prompt attendance. University committees typically convene on the 2nd Friday of each month. All faculty are expected to attend Friday meetings and must notify the Senior Vice President of Academic Affairs and Dean in the event that s/he plans to miss a university full faculty meeting.

Advising Responsibilities

Faculty are expected to advise both undergraduate or graduate students beginning in their second year of tenure with the university. Sometimes first year faculty and those with instructor status will be asked to assume an advisee load due to the numbers of students in certain licensure areas. Most often, advisees will be assigned based on their major area of study and the background of the faculty member. Faculty advising responsibilities typically include holding pre-registration conferences to plan students’ schedules for the upcoming semester, monitoring academic progress and attendance.

According to research on student retention, the relationship established by faculty advisors, particularly early in the student’s program of study, has a tremendous impact on overall academic success. Advisors may wish to counsel students regarding practica and internship selection, discuss options within the educator preparation program and, in some cases, recommend that an advisee consider other career choices besides teaching.
Committee Responsibilities and University Service

As part of the faculty member’s annual evaluation, consideration is given to other activities beyond teaching. Typically, annual evaluation and tenure/promotion decisions are made based on the merit of the faculty member’s overall contribution in the areas of teaching, university service, and research/scholarly activities. University Service may include several different types of activities performed by the faculty member which contribute to the institution as a whole. Most faculty serve on 2 committees each academic year beginning in the second year of their employment. Information on university committees can be found in the Office of the Senior Vice President of Academic Affairs. School of Education faculty will automatically be assigned to the Teacher Education Council as one of their regular committee assignments and should select and/or be elected to 1 other each year. University committee meetings will be scheduled on the second Friday of each month with the exception of Teacher Education Council which will meet quarterly.

Research/Scholarly Activities

In recent years, the university’s Professional Growth Committee and the Tenure/Promotion Committee have placed increasingly greater emphasis on evidence of the faculty member’s scholarly work in awarding tenure and promotion.

In most years, every university faculty member may apply for professional development funds to attend and/or present at state and national conferences not to exceed $2,000.00 if a full-time tenure-track faculty member or $1,000.00 if an instructor. The faculty member applies for these funds through the Dean’s Office in advance of the anticipated travel date. Failure to seek prior approval from both the department chair and Dean could result in the faculty member not receiving reimbursement for the trip. Faculty in the School of Education should be prepared to provide information on how their professional development activities are aligned to their professional growth plan and research agenda. Awards for professional development will be made on the basis of this documentation and timeframe for tenure and/or promotion. All requests for Professional Development money must be submitted on the appropriate Professional Development Form and should include copies of registration materials, airline reservations and hotel reservations for business office purposes. Upon return from travel, faculty should submit a final accounting of expenses and include receipts for meals that are itemized.

Educational Memberships and Licensure

In most years, School of Education faculty who are employed full-time are also reimbursed for all fees associated with maintaining membership in professional educational organizations and N.C. licensure. These renewal forms and membership dues may be given to the administrative assistant for processing. If a faculty member is asked by the Dean to take an updated version of a Praxis II or other required specialty examination (such as Pearson), reimbursement for the examination fees will also be provided.

The School of Education maintains records on each full-time and adjunct faculty member regarding the renewal cycle for maintaining a current N.C. teaching license. Full-time faculty will be requested to submit documentation of professional development activities to the Dean at the end of each year. These forms will be filed and, at the end of the five-year cycle, will be used to renew the faculty member’s N.C. license. The School of Education is responsible for verifying renewal requests to DPI and will cover any fees associated with adding additional licenses, reinstating
expired licenses, or assisting new out of state faculty in filing for their N.C. teaching license (see forms in Appendix A at the end of this document).

**Methods Faculty License Renewal Plan**

The State Board defines methods faculty as those faculty members on campus who teach methods courses and hold a N.C. Educators license. These “M” level licenses focus on a specific program code. To recommend methods faculty for license renewal, an IHE must have an approved License Renewal Plan that includes 7.5 CEU Renewal credits based on the following:

1. K-8 Licensure Area: 8 CEU’s (3 in Content, 3 in Literacy, 2 in General)
2. All other educators (3 in Content, 5 in General)
3. A system for monitoring and evaluating license renewal activities.

For a professional educator’s license to remain current, all credit must be earned by the expiration date of the existing professional educator’s license. Employment (Teaching) no longer can be counted as renewal credit. Renewal requirements must include units earned in the areas of literacy, content, and general. A license in both teaching and administrative areas may be renewed by either completing all teaching or all administrative requirements.

Credits may be earned through post-secondary coursework, professional conferences and workshops.

To renew an expired professional educator’s license, 10 semester hours or 15 units of renewal credit must be earned within the most recent five-year period.

**Submitting Applications for Renewal**

Methods faculty are expected to be responsible for maintaining accurate documentation of CEU renewal credits during the five-year cycle and keeping up with the required dates for renewal. Licenses typically expire on June 30th so it is encouraged that faculty submit their materials for renewal no later than May upon completion of the IHE academic year to the Dean/Associate Dean. (See Appendix A for License Renewal Form). Faculty are asked to also submit certificates and other items verifying the 7.5 CEU renewal credits at that same time.

NCDPI has implemented a new online system for renewals. Faculty must follow the below link to create an application for renewal.

https://vo.licensure.ncpublicschools.gov/datamart/mainMenu.do

The following materials for license renewal will need to be uploaded through the online system by the faculty member.

License Renewal Document summarizing the activities in the required areas for renewal
Supporting documentation

$35.00 License Renewal Fee
Letter verifying the materials signed by the Dean of the School of Education
Faculty should print a copy of the online payment summary for the renewal fee and submit to the administrative assistant for reimbursement.

Public School Involvement

All faculty in the School of Education are expected, along with their regular teaching responsibilities, to work closely with public school personnel. Educational consultation, collaboration on special projects or grants, research, and providing professional development are common activities that are documented in the School of Education’s annual IHE Performance Report. The institution values these activities and the extent and quality of each faculty member’s public school involvement is evaluated annually as well as for tenure and promotion decisions as part of their “University Service.” Faculty in the School of Education are encouraged to keep careful documentation of their public school involvement so that the information can be recorded in the IHE Performance Report. The Dean should be made aware of any projects, partnerships, or professional development provided by a faculty member who represents himself/herself as an employee of the university or uses School of Education budget to carry out the activities.

Grants/Special Events

Any grant, scholarship, or special event being proposed by a faculty member in the School of Education must be reviewed by the Dean of the School of Education if any of the following circumstances exist:

1. Advertisement for the program/event/grant represents the School of Education as its sole sponsor or joint sponsor with any another academic department or organization.

2. Costs for materials or duplication of materials uses monies budgeted to the School of Education

3. The program, event or grant targets an audience which includes current students in the educator preparation program. (Any attendance requirements imposed for the event need to be communicated to the Dean of the School of Education well in advance of the date of the event.

4. The special event requires the participation of students currently enrolled in student teaching.

5. The School of Education is either partly or fully responsible for any of the expenses associated with the event.

6. The Vice President for Communication and Culture promotes the event as being sponsored by the School of Education.

The Dean should always be informed of grant proposals or special events being planned on behalf of the School of Education. Once the proposal is accepted, it is the responsibility of the faculty member initiating the project to provide updated information to the Dean or Associate Dean of the School of Education as well as other faculty who may be asked to participate in the program. Expectations concerning student attendance should be discussed well in advance so that all faculty and adjuncts can communicate these expectations consistently and clearly in all classes.
itinerary which details the final schedule of activities, including the agenda and anticipated involvement of any School of Education students, organizations, or the local media should be communicated to the Dean at least two to three weeks prior to the event.

Faculty Tenure and Promotion

The HPU Faculty Handbook (Sections 4.1-4.3) outlines in general terms the official criteria and procedures of advancement to tenure and promotion in rank. Candidates should also familiarize themselves with the Discipline Specific Standards found in Appendix A (School of Education) and B (Department of Leadership Studies-Doctoral Faculty). The following information is provided to support those guidelines. Decisions are subject to appeal based upon University procedures (Faculty Handbook, Section 4.3.P).

1. Teaching: The assessment of teaching performance includes the clarity, breadth and scope of the content knowledge being delivered, skill in organizing courses and presenting material, ability to engage and stimulate intellectual discussion, and dispositional attributes such as preparation, enthusiasm, and positive rapport with students. In addition to classroom performance, supervision of teacher education candidates in clinical field placements, evaluation of those candidates and ability to work closely with public school personnel in the preparation of teacher or administrative candidates may also be considered. Judgment of teaching performance will be based on documentation of teaching through both peer observation and summaries of course and instructor evaluations. The level of coursework (undergraduate or graduate), type of contact (traditional, cohort, or Executive Cohort), team teaching and enrollment will also be considered.

2. Scholarship, Creative/Professional Activity or Research: A faculty member’s scholarship and research must be relevant to his/her professional area(s) of expertise and ultimately impactful to the School of Education in a positive manner. Research should be continuous with a clear pattern of intent. Faculty are expected to demonstrate that research and scholarship efforts focus on national and state initiatives in education as well as regional and/or local. The School of Education’s Discipline Specific Standards as they relate to the quality and quantity of accepted tenurable activities are outlined in Appendix A. A listing of peer-reviewed journals by academic discipline according to their Cabell Classification Index (CCI) appears in Appendix B. This listing of journals will be housed in the School of Education and faculty are encouraged to review the listing in preparation for the tenure/promotion process. The specific listing of peer-reviewed journals are organized by department (Elementary/Middle Grades, Specialized Curriculum, and Leadership Studies and may be revised to include the addition of recent journals or new areas of focus in the School of Education.

3. Service to the Institution: Service activity contributes toward tenure/promotion when combined with the above accomplishments. Service accomplishments can be demonstrated through the following examples: university service (committee service, participating in campus activities, etc.); School of Education service (preparation for accreditation, serving as chair or coordinator of a licensure program, developing new programs or courses, service learning and undergraduate research opportunities, serving on ad hoc State Department of Public Instruction committees, outreach in area local public schools and serving as chair or a committee member for a doctoral candidate’s University Doctoral Committee (UDC). Appendix C includes a table of acceptable university and departmental service activities which have been classified as Tier-I or Tier-II. Faculty approaching and tenure and promotion from Assistant to Associate Professor would be expected to have accomplished a balance of Tier I and Tier II achievements. Faculty applying for
promotion from Associate to Full Professor should have demonstrated service that primarily includes accomplished in Tier I. For activities that are not listed in Appendix C, it is the responsibility of the faculty member to document and make the case for the service activity. Likewise, it will be the final judgment of the School of Education’s Tenure Promotion Committee as to the significance of the faculty member’s documentation of his/her service accomplishments.

**Documentation**

It is expected that tenure and/or promotion consideration will be supported by careful documentation. This documentation will clearly demonstrate how the candidate meets the criteria set forth in the HPU *Faculty Handbook* and the School of Education’s Discipline-Specific Guidelines as noted in Appendix A. of this document. See Sections 4.3 H and L of the *Faculty Handbook* for required content for both the Pre-Tenure File and Tenure/Promotion File. Documents should emphasize work accomplished since the initial tenure-track appointment at HPU or since the last promotion unless there have been exceptions made at the time of the contract negotiations. New faculty are encouraged to meet with the Associate Dean during the first year of their appointment to clarify and finalize these expectations.

Faculty members who regard themselves eligible for promotional consideration and desire recommendation should be prepared to discuss this with the Chair and Associate Dean during the spring annual review one academic year prior to the preparation of documentation for professional advancement.

Documentation to substantiate the recommendation should be developed and made available to the Chair at the start of the academic year (within the first two months) in which the faculty member plans to apply for promotion.
Tenure and Promotion to the Rank of Associate Professor

The following discipline-specific expectations (also referred to as discipline-specific standards) are applicable to faculty in the School of Education who are seeking tenure and promotion to the rank of associate professor:

The School of Education uses Cabell’s Classification Index (CCI) to analyze and classify the influence of the journals from the perspective of the discipline. Five categories: Premiere, Significant Influence, High Influence, Qualified and Novice are determined through statistical analysis of citation counts.

Tier I Activities:
1. Peer reviewed publication in journal of Premier or Significant Influence
2. Editing a book by organization that distributes nationally or internationally
3. Serving as editor for a peer reviewed journal at least High Influence
4. Authoring a book-length research report that distributes nationally or internationally

Tier II Activities:
1. Peer reviewed publication in journal of High Influence
2. Presentation at major national/international conference
3. Securing an externally funded research grant
4. Serving in an elected leadership role for a national/international professional organization
5. Authoring a first-edition textbook that distributes nationally or internationally
6. Authoring a chapter in a book related to the discipline that distributes nationally or internationally
7. Clinical K-12 or Business Partnership of Significance (Documentation and pre-approval required)

Tier III Activities:
1. Peer reviewed publication in journal of Qualified or Novice
2. Presentation at major state/regional conference
3. Applying for an externally funded research grant
4. Serving in an elected leadership role for a state/regional professional organization
5. Publication in newsletter, magazine of high impact (state or national)
The minimum achievements to be considered for tenure and promotion from the rank of Assistant to Associate Professor are as follows:

**Option #1**

3 Tier I Activities (one of which must be publication at Premier or Significant Influence)  
+  
1 Tier II Activities

**Option #2**

2 Tier I Activities (one of which must be publication at Premier or Significant Influence)  
+  
2 Tier II Activities

**Option #3**

1 Tier I Activity (must be publication at Premier or Significant Influence)  
+  
3 Tier II Activities

**Option #4**

1 Tier I Activity (must be publication at Premier or Significant Influence)  
+  
2 Tier II Activities  
+  
2 Tier III Activities

**Promotion to Full Professor in the School of Education**

As stated in the Section 4.3, (I) of the Faculty Handbook, faculty members applying for promotion to the rank of professor are expected to have made significant progress since the awarding of tenure toward meeting the highest levels of accomplishment outlined in the Faculty Performance Standards (Section 4.2). In addition, they are expected to meet or exceed applicable discipline-specific standards for promotion to full professor. Faculty at the rank of full professor in the School of Education are expected to have established a strong national reputation for scholarship, research, or creative work within their primary or related field(s), inspiring colleagues and students alike, and contributing to the prestige and excellence of the university’s academic programs.

**Criteria for Promotion to Professor**

In order to be eligible for promotion to the rank of Professor, individuals shall have earned the terminal degree in the discipline and/or shall have received exceptional recognition in the teaching area; shall have a minimum of ten years of university teaching experience or its equivalent, and at least six years as an associate professor. Sustained and increasing quality in fulfillment of the criteria for Associate Professor rank must be distinctly identifiable (See Faculty Handbook Section 2.3 Required Qualifications and Rank and the Discipline Specific Standards in Appendix A).

Faculty seeking promotion to full professor in any of the departments within the School of Education would essentially follow the same outline of recommended tiered activities as noted
previously but with the expectation of increased supporting documentation of Tier I accomplishments. The candidate’s peer reviewed works, supported by annual plans for research, scholarship, and highly impactful collaborations with LEA’s should indicate promise of continued work at this level. The following discipline-specific standards are applicable to faculty in the Departments of Elementary and Middle Grades Education, Specialized Curriculum and Leadership Studies who are seeking promotion in rank to full professor:

For faculty whose appointments are at the doctoral level (and likely already at the rank of Associate Professor), or for faculty applying for promotion to the rank of full professor, only Options 1 and 2 apply.

**Option #1**
4 Tier I Activities (two of which must be publication at Premier or Significant Influence)  
+ 2 Tier II Activities

**Option #2**
3 Tier I Activities (one of which must be publication at Premier or Significant Influence)  
+ 3 Tier II Activities

**Body of Peer Reviewed Scholarship, Research, or Collaborative Clinical Partnerships**

To meet the requirements for promotion to full professor, faculty in the School of Education are expected to have consistently and significantly expanded their body of peer reviewed scholarly work and accomplishments within Tier I defined achievements in both Research/Scholarship and Service. Although work completed prior to the awarding of tenure may provide the basis for subsequent work and contribute to the strength of the candidate’s academic reputation, only new works are to be specifically considered as meeting the requirements for promotion to full professor:

Works must be individually peer reviewed, where peer review is understood to be limited to those forms of rigorous and highly selective examination by peers, professional review, or competitive selection that warrants a high level of distinction within the discipline, as described in Section 4.1, (C.), item 6 of the Faculty Handbook.

Together, these new peer reviewed works must sustain and build a body of scholarly, research, or creative work that advances, deepens, and sustains the scholarly, research, or creative work previously completed by the candidate in his or her primary field(s) of expertise, making increasingly meaningful, significant, and intellectually sound contributions to those fields, and attaining even deeper and more significant achievements as the candidate’s career has progressed. These contributions should be greater than those made prior to the awarding of tenure and show promise of continuation. These contributions should raise the reputation of the faculty member (and the School of Education when appropriate) to national and/or international visibility.

**Stout School of Education Tenure/Promotion Committee for 2020-2021**

Dr. Dustin Johnson, Associate Professor (Chair)  
Dr. Sarah Vess, Associate Professor  
Dr. Paul Ringel, Associate Professor of History  
Dr. Laurie Zack, Associate Professor of Mathematics
Administrative Responsibilities

In an effort to clarify the various roles and responsibilities of faculty with administrative assignments, the following listing of responsibilities is provided. Some of these responsibilities may be shifted from year to year as new programs and/or faculty are added to the School of Education.

Dean of School of Education
- Serves on President’s Leadership Team
- Serves on Senior Vice President of Academic Affairs’ Council
- Chair of Teacher Education Council (TEC)
- Associate Dean/Chair Evaluations/Merit Pay Recommendations to the Provost
- Conduct Chairs Meetings
- Provides leadership for implementation of SOE Strategic Plan, SOE Graduate Strategic Plan
- Sets academic and programmatic goals and monitors progress for the Stout School of Education
- Oversees SOE Assessment/Accreditation
- Undergraduate Program Review (May)/Graduate Program Review (December)
- Annual Report to Senior Vice President of Academic Affairs
- Approval of Proposed New Courses/Curriculum Changes for APIRC
- Final Approval FYS/HPU Away/Service Learning/Honors/Global Studies for SOE
- Faculty Load/Hiring New Faculty/Hiring Adjuncts/Faculty Dismissals
- Adjunct Orientation/Meetings
- Annual Evaluation of Administrative Assistants
- SOE Budget/Final Approval of Purchases
- Approval of Conferences, New Program Initiatives, Grant Proposals
- Approval of CEU’s for faculty license renewals
- Approval of Directed Studies for SOE
- Approval of Incompletes
- Final Scheduling for all Program Areas (UG/Graduate)
- Monitoring Enrollments/Course Cancellations
- Final Oversight Catalog Changes/Handbook Changes (UG/Graduate)
- Final Student Appeals/Grievances (UG/Grad)
- Monitor compliance to SDPI/edTPA/CAEP

Associate Dean of School of Education
- Chair School of Education Curriculum Committee
- Licensure Officer for the School of Education
- Coordinate/Appeal all Student Issues:
  - Freshman Level (Introduction to Teaching)
  - Sophomore level meetings (Fall) (Spring)
  - Junior Level Meeting (Spring)
  - Junior Year Review/Intervention Follow-Up
• Coordinating Admission to Educator Preparation Program
  (Application, Dispositions, Interviews)
• Final Appeal of Student Teaching Issues and Concerns
• Appeals for students being moved from licensure to non-licensure track
• Processing/approving initial teaching licenses for Program Completers
• Processing/approving licenses for Principal K-12 and N.C. Superintendent Program Completers
• Meets with students to generate/monitor intervention or action plans as needed
• Conduct Executive Session of TEC
• Attend University Deans and Chairs meetings called by the Senior Vice President of Academic Affairs
• Attend the NCICU meetings for the Independent Education Deans
• Mentor new faculty within the Stout School of Education
• Merge departmental fall/spring undergraduate and graduate schedules to monitor for conflicts, faculty load, efficiency, etc.
• Merge Annual Reports for each department into one comprehensive Stout School of Education Annual Report for the Dean
• Meet with Dean to review final Annual Report for Provost and discuss goals for upcoming year
• Serve as the contact person for the TeachNC online digital recruitment platform
• Attend NCACTE/Annual, AAQEP/Annual, CAEP/Annual, edTPA regional and state meetings as requested by the Dean
• Review faculty annual evaluations and conference with chairs for those not meeting expectations in Teaching, Service or Scholarship.

Department Chairs
• Maintain familiarity with the program areas and monitor curriculum needs in accordance to national, state, and professional organization standards
• Lead departmental discussions concerning candidate and program assessment data and making recommendations for program improvements as appropriate
• Work with departmental faculty to monitor the progress of all majors enrolled in the licensure and non-licensure program areas.
• Develop recruitment strategies and plans for EDU-Fellows, B.A. to M.Ed. programs and Ed.D. program.
• Inform the Associate Dean for the School of Education about candidates needing to be presented for the Junior Year Review.
• Coordinate the faculty search committees for faculty positions within the department as needed.
• Convene monthly faculty meetings
• Monitor the pass rates/ edTPA data of majors pursuing the licensure track of educator preparation programs
• Complete required Annual Report for the Department before leaving in May that is required by the Provost
• Conduct Annual Faculty Performance Evaluations
• Monitor faculty attendance and adherence to university contractual requirements
• Observe faculty teaching performance within the department (as needed)
• Monitor professional development of faculty
• Monitor Budget Allocation for Departmental Lab Supplies
• Oversee Course Scheduling for programs offered by the department
• Coordinate getting information from faculty for IHE Performance Report
  o Collaboration in the Schools
  o New or Continuing Initiatives
  o Table of Partnerships, Goals, and Outcomes
• Coordinate Academic Advising: Monitor and assign as Needed
• Review the application materials of prospective graduate candidates and make recommendations concerning admission, denial of admission, or conditional admission for advanced programs offered through the department (MAT in elementary, B.A. to M.Ed. programs, special education, secondary mathematics, Ed.D. etc.).
• Attend campus-wide chairs/deans meeting called by Senior Vice President of Academic Affairs
• Coordinate new proposals for courses/curriculum changes to Dean and APIRC
• Turn in Handbook Updates for the department prior to leaving in May
• Attend NCACTE/Annual, AAQEP/Annual, CAEP/Annual, edTPA regional and state meetings as requested by the Dean
Department Chairs Year-At-A-Glance Calendar

August
- Full SOE Faculty Meeting convened by Dean
- Budget Allocations Provided
- Faculty Professional Development Monies Allocated
- Begin to prepare spring schedule
- Monitor Faculty Advising:
  - Ensure seniors following the licensure track have been placed into EDU 4134/44/54/64/74: Introduction to Student Teaching
  - Ensure seniors whose provisional status has expired have been moved from licensure to non-licensure track and are registered for the appropriate EDU 4275 internship
  - Ensure that seniors in Elementary and Special Education following the licensure track have taken or provided documentation that they have registered (or re-registered) for the Pearson Reading, Math and Multi-subject tests.
  - Ensure that sophomores following the licensure track have taken or provided documentation that they have registered for the required Praxis Core.

September
- Spring Schedule Due to Associate Dean: Undergraduate
- Spring Schedule Due to Associate Dean: Graduate
- Summer Schedule Due
- Chairs Meeting with Dean/Associate Dean to finalize Spring/Summer Schedules
- Monthly Department Meeting (1st Friday of Month)
- Mentor New Faculty
- CAEPCon Washington D.C. annual meeting

October
- Monthly Department Meeting
- Monitor Budget/Professional Development
- Oversee progress of students in major (progression in program and testing)
- Ensure that faculty/adjuncts have entered all midterm grades as per university policy
- NCACTE Fall forum

November
- Monthly Department Meeting
- Monitor Budget/Professional Development
- Oversee progress of student’s in major (progression in program and testing)
- Monitor student teaching progress
- Monitor spring enrollment/cancel low enrollment courses

December
- Monthly Department Meeting
- Monitor Budget/Professional Development
- Oversee progress of students in major (progression in program and testing)
- Monitor student teaching progress
- Monitor spring enrollment/cancel low enrollment courses
- Monitor Final Exams of Faculty and report to Dean
- Monitor Faculty Advising:
  - Ensure that seniors in Elementary and Special Education: General Curriculum following the licensure track have passed the required Pearson Reading, Math and Multi-subjects tests to continue enrollment into EDU 4230 or EDU 4240: Student Teaching Continuation.
• Work with faculty on recruitment plans for EDU-Fellows, B.A. to M.Ed. programs, Ed.D. program

January
• Faculty Evaluations Due
• Review faculty progress toward tenure and/or promotion as relevant
• Fall Schedule Due to Associate Dean: Undergraduate
• Fall Schedule Due to Associate Dean: Graduate
• Chairs Meeting with Dean/Associate Dean to finalize Fall Schedules
• Monitor edTPA completion for identified students
• Notify faculty of all APIRC deadlines for upcoming AY revisions
• Send appropriate items of notification regarding program/course revisions to Graduate Council for upcoming academic year
• Schedule Information Session for B.A. to M.Ed. programs

February
• Monitor Budget/Professional Development
• Monthly Department Meeting
• Monitor faculty allocations of professional development money
• Monitor edTPA completion for identified students
• Ensure faculty have signed up to participate in Presidential Scholars one of the two weekends

March
• Monitor Faculty Advising:
  o Ensure that seniors in Secondary areas, General Curriculum, Adapted Curriculum, Middle Grades and Health/PE have passed Praxis II required exam by mid-term. Move those who have not to non-licensure track and withdraw from student teaching.
  o Ensure that all juniors with provisional status have passed Praxis Core. Provisional status expires for those who have not passed Praxis Core and these students may not pre-register for EDU 4134/44/54/64/or 74.
• Ensure that faculty/adjuncts have entered all midterm grades as per university policy
• Assist Associate Dean with students ready for provisional status to Educator Preparation
• Monitor Budget/Professional Development
• Monitor student teaching progress at mid-semester

April
• IHE Performance Report: collect information on partnerships in schools
• Begin to Collect JYR information for licensure track students from faculty (Disposition, GPA, Attendance, etc.)
• Monitor Final Exams of faculty and report to Dean
• Monthly Department Meeting
• Monitor edTPA submission
• NCATE Spring Forum
• Begin updating all handbooks for new policy info, course or major revisions approved by APIRC
• Begin working on Annual Report for Provost
• Oversee test preparation sessions for Pearson, Praxis Core and Praxis II
• Schedule with Dean any faculty member requiring a three-year review for tenure

May Undergraduate Program Review
• JYR to Dr. Vess
• Make sure all grades turned in by faculty
• Submit all Handbook changes to Dean before end of contract
• Submit IHE data to Dean before end of contract
• May Marathon chairs meeting with Dean
• Review edTPA data, pass rate data and include in goal-setting and final report for Provost to Dean before end of contract

Program Coordinators: Undergraduate and Graduate

• To stay updated on any changes to the Specialty Area Standards and the impact on professional education and supporting courses to the licensure program.
• To assist the Dean/Associate Dean of the SOE in identifying agenda items for the August, May and December faculty meetings.
• To assist in the recruitment of qualified adjuncts to teach in the licensure area and, when necessary, to make recommendations regarding these individuals to the Dean of the School of Education.
• To submit any changes needed in the Educator Preparation Handbook, Graduate Education Handbook, SOE website, advising handouts, and the university catalog to the Chair for the licensure area as needed.
• To monitor resources for the licensure program and make recommendations for the purchase of materials, library journals/periodicals and the IMC collection
• Utilize the budget allocations to support the program or licensure area.
• To monitor progress and course completion for students enrolled in graduate programs (B.A. to M.Ed., MAT, Ed.D.)

Faculty: Undergraduate and Graduate

In the Faculty University Handbook, the following criteria is noted with regard to the service performed by each faculty member with regard to tenure and promotion:

University Service: (Quality of advising, committee service, participation in campus activities, relationships with peers and supervisors as measured by annual evaluations and other documentation in application portfolio.). Within the School of Education each faculty member is required to demonstrate that he/she “works constructively with colleagues and students in a cooperative manner and demonstrates good academic citizenship.’ For the purposes of annual evaluation, tenure and/or promotion, “working constructively” is defined by the following principles and expectations:

1. All SOE faculty are expected to provide service that supports and reinforces the mission, goals and strategic objectives of the School of Education and the University.
   • All faculty teaching within a specialized program or discipline are expected to be familiar with the program design, policies and requirements of that program in order to impart accurate information to prospective and current students. In doing so, faculty are expected to review the SOE website, relevant handbooks, SACS/DPI program approval documents, university catalogs, and Faculty/Staff Policies Manuals.
   • Faculty should seek to develop and support initiatives for enhancing the specialized program in which they are appointed that do not detract from the mission, goals, objectives, and conceptual framework of the program.
   • Faculty are expected to provide advisement, guidance, and feedback to prospective and current students that is consistent with SACS/CAEP/DPI approved programs with
regard to courses, conceptual framework, assessment, and certain graduate level requirements such as comprehensive examination and dissertation requirements.

2. All faculty members are expected to participate in the efficient operation of the academic functions of the School of Education.
   - Faculty should respond to administrative requests from the dean, chair, and/or program coordinator with due diligence.
   - Faculty are expected to support the SOE’s efforts to comply with CAEP, DPI and SACS accreditation standards with regard to course delivery, including requirements for contact time, online instruction and course rigor.
   - Faculty are expected to maintain regular attendance and meet their contractual obligations for being on campus. Chairs should be made aware when faculty are to be out of the office for conferences or school visits.
   - Faculty are expected to maintain regular attendance at departmental, SOE, and university faculty meetings in order to keep well informed of procedural, curricula and policy discussions.

3. Faculty are expected to fully participate in the planning, execution, and evaluation of SOE assessment activities as appropriate.
   - To work collaboratively with the coordinator of the program, Department Chair and SOE Dean and Associate Dean to conduct meaningful, timely, and continuous assessments of both candidate and program impact.
   - To work collaboratively with the administrative assistant responsible for data management to input data into Foliotek, completing evidence rubrics and other assessments in a timely manner, and assisting with the monitoring of candidate data and other artifacts in the Foliotek system.
   - During cycles of accreditation each faculty member is expected to support the SOE in its efforts to maintain compliance with accreditation standards and expectations. This would include maintaining documentation of student records, samples of student graded work, data to support the SOE assessment gateways and other items.
**Stout School of Education Governance for 2020-2021**

**Interim Dean:** Dr. Amy Holcombe  
**Associate Dean:** Dr. Sarah Vess

<table>
<thead>
<tr>
<th>Educator Preparation</th>
<th>Leadership Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair: Dr. Leslie Cavendish</td>
<td>Chair: Dr. Mariann Tillery</td>
</tr>
</tbody>
</table>
| Licensure  
Elementary Education K-6 | Ed.D. Doctoral Program |
| Special Education K-12: Ms. Teresa Owens | Dr. Steve Bingham  
Dr. Tawannah Allen |
| Middle Grades Education 6-9: Dr. Claire Lambert | |
| Health/PE K-12: Ms. Rosie Tarara | |
| Non-Licensure  
Elementary Education K-6 | M.Ed. Educational Leadership: Dr. Dustin Johnson |
| Special Education K-12 | Add-on Principal Licensure: Dr. Dustin Johnson |
| Middle Grades Education 6-9 | |
| Health/PE K-12  
PEC Activity Courses: Dr. Rick Overstreet | HPU Leadership Academy:  
Dr. Barbara Zwadyk: Project Director |
| Secondary Education: Dr. Tom Albritton | B.A. to M.Ed. Educational Leadership: Dr. Dustin Johnson |
| Secondary Math 9-12: Dr. Anthony Graham-Squire | |
| Secondary English 9-12: Dr. Cara Kozma | Education Studies: Dr. Allison Blosser |
| Secondary Biology 9-12: Dr. Nicole Hughes | |
| Secondary Comprehensive Science 9-12:  
Dr. Nicole Hughes | Washington Center Internship: Dr. Allison Blosser |
| Secondary History/SS 9-12: Dr. Paul Ringel | |
| EDU-Fellows Program: Ms. Rosie Tarara | |
| PREPARE Residency Program:  
Dr. Mariann Tillery: Project Director | |
| MAT Elementary | |
| MAT Secondary Math | |
| M.Ed. Elementary STEM: Dr. Shirley Disseler | |
| M.Ed. Elementary Literacy: Dr. Leslie Cavendish | |
| M.Ed. Intellectual Disabilities: Dr. Kristy Davis | |
Adjunct Teaching Policies

The Stout School of Education is fortunate to have many distinguished and highly credentialed adjunct faculty who teach at High Point University. Part-time (adjunct) faculty must meet the following professional and scholarly preparation requirements:

- The individual must hold a master’s degree in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline is expected) or provide evidence of appropriate expertise or credentials if teaching a PEC Activity course.

- Adjunct faculty must submit official copies of graduate and undergraduate transcripts of their academic preparation. A copy of the current N.C. Teaching License is also required if the individual is teaching a methodology course or supervising student teacher interns.

- Adjunct faculty report to the Chair of the Department in which he/she is assigned courses.

- Adjunct faculty are to follow the regular university calendar and the final exam schedule.

- Adjunct faculty are expected to attend the yearly orientation session held at the start of the academic year.

- Adjunct faculty are expected to use the university or SOE template for course syllabi including having a clear attendance policy. Adjunct faculty must place students on probation if their attendance exceeds the number noted in the course syllabus.

- Adjunct faculty are expected to use the university Blackboard Learn system software for course grading, assignments, etc.

- Adjunct faculty are expected to notify the departmental chair or dean if classes are to be canceled.

- Renewal of course contracts for adjunct faculty is not guaranteed from one session to the next. It is advised that an adjunct faculty member consult with the Dean of the School of Education regarding teaching preferences during the early spring for the upcoming academic year.

- Adjunct faculty are expected to be familiar with the School of Education’s required electronic evidences (does not apply to PEC adjuncts), related rubrics and the online data management system that is used to track and upload student work (Foliotek).

- Adjunct faculty are expected to familiarize themselves with the School of Education’s Policies and Procedures Manual including responsibilities for teaching, student evaluation, and other university regulations.

- Adjunct faculty are encouraged to familiarize themselves with the School of Education’s website, particularly those links for faculty and staff.

- Adjunct Faculty may be asked to participate in the continuing accreditation process as part-time members of the School of Education.
Parking

Adjunct faculty will be issued a faculty/staff parking permit which should be displayed in the back windshield of the individual’s automobile. During the evening any other area on campus including the front and back parking lots of the School of Education building may be utilized.

Travel Reimbursement

All adjunct faculty who supervise student interns are reimbursed for travel at the rate of 58 cents per mile. Mileage should be calculated from HPU to the specific destination. All faculty and adjuncts must turn in mileage reimbursement forms on a monthly basis. Any mileage not turned in within a week of the final day of the previous month will not be reimbursed.

Please see the Administrative Assistant for the proper forms for filing travel reimbursement and these forms can be picked up in the School of Education Office.

Tax Forms

Federal and state tax forms must be completed and turned in before the first paycheck is processed. Adjunct faculty are encouraged to sign and return contracts, submit transcripts and teaching licenses, and complete all necessary tax forms in a timely manner.

Academic Calendars/Schedules

Adjunct faculty can access the current semester and/or session’s academic calendar and final exam schedule through the university’s website: www.highpoint.edu

- To review academic calendars and schedules for the Undergraduate or Graduate Program: Click on Academics followed by Academic Resources.

- To review academic calendars and schedules for the Stout School of Education refer to the SOE website under the link for Calendar on the main page.
The Teacher Education Council

The Educator Preparation Programs at High Point University are governed by the Teacher Education Council. Membership of this committee includes all faculty members from the School of Education, a representative of each major department that offers teacher licensure, two student members from the undergraduate program, two student members from the graduate program, and a minimum of three representatives of area school systems.

This Council is responsible for assisting the School of Education in policy revision, program development and in reviewing the status of candidates who apply for and are admitted to the licensure track of the Educator Preparation Program. The Council is chaired by the Director of Teacher Education/Dean of the School of Education.

The 2020-2021 Teacher Education Council members are listed below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Affiliation</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td><strong>Public School Representatives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Trent Vernon</td>
<td><a href="mailto:vernont@gcsnc.com">vernont@gcsnc.com</a></td>
<td>Guilford County Schools</td>
<td>Principal, Jamestown Middle School, HPU grad</td>
</tr>
<tr>
<td>Dr. Melissa Glover</td>
<td><a href="mailto:mglover@davidson.k12.nc.us">mglover@davidson.k12.nc.us</a></td>
<td>Davidson County Schools</td>
<td>Principal, Ledford High School, HPU grad</td>
</tr>
<tr>
<td>Dr. Alison Coker</td>
<td><a href="mailto:cokera@gcsnc.com">cokera@gcsnc.com</a></td>
<td>Guilford County Schools</td>
<td>Executive Director of HR, PREPARE Residency Program Lead, HPU grad</td>
</tr>
<tr>
<td>Dr. Jesse Pratt</td>
<td><a href="mailto:jjpratt@wsfcs.k12.nc.us">jjpratt@wsfcs.k12.nc.us</a></td>
<td>Winston-Salem Forsyth County Schools</td>
<td>Assistant Superintendent of Curriculum and Instruction, HPU grad</td>
</tr>
<tr>
<td>Ms. Krista Hannah</td>
<td><a href="mailto:hannahk@gcsnc.com">hannahk@gcsnc.com</a></td>
<td>Guilford County Schools</td>
<td>Teacher, Ferndale Middle School, 2017 GCS Teacher of Year, HPU grad</td>
</tr>
<tr>
<td><strong>HPU Student Representatives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Marcus Gause</td>
<td><a href="mailto:gausem@gcsnc.com">gausem@gcsnc.com</a></td>
<td>Ed.D. Representative</td>
<td>Guilford County Schools, Andrews High School, Principal</td>
</tr>
<tr>
<td>Ms. Elizabeth Walker</td>
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<td>M.Ed. Representative</td>
<td>Wilkes County Schools</td>
</tr>
<tr>
<td>Ms. Allison Patrick</td>
<td><a href="mailto:apatrick@highpoint.edu">apatrick@highpoint.edu</a></td>
<td>B.A. Representative</td>
<td>Undergraduate Student Representative</td>
</tr>
</tbody>
</table>
## HPU Faculty Representatives

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Affiliation</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Adam Graham-Squire</td>
<td><a href="mailto:agrahams@highpoint.edu">agrahams@highpoint.edu</a></td>
<td>HPU</td>
<td>Department of Mathematics Coordinator, Secondary Math 9-12</td>
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<tr>
<td>Dr. Nicole Hughes</td>
<td><a href="mailto:nhughes@highpoint.edu">nhughes@highpoint.edu</a></td>
<td>HPU</td>
<td>Department of Biology, Coordinator, Biology 9-12</td>
</tr>
<tr>
<td>Dr. Cara Kozma</td>
<td><a href="mailto:ckozma@highpoint.edu">ckozma@highpoint.edu</a></td>
<td>HPU</td>
<td>Department of English, Coordinator English 9-12</td>
</tr>
<tr>
<td>Ms. Teresa Parker</td>
<td><a href="mailto:tparker@highpoint.edu">tparker@highpoint.edu</a></td>
<td>HPU</td>
<td>Department of MFL, Coordinator, Spanish K-12</td>
</tr>
<tr>
<td>Dr. Paul Ringel</td>
<td><a href="mailto:pringel@highpoint.edu">pringel@highpoint.edu</a></td>
<td>HPU</td>
<td>Department of History, Coordinator, Social Studies 9-12</td>
</tr>
<tr>
<td>Mr. Andy Modlin</td>
<td><a href="mailto:amodlin@highpoint.edu">amodlin@highpoint.edu</a></td>
<td>Norcross Graduate School</td>
<td>Associate VP for Graduate Admissions</td>
</tr>
</tbody>
</table>

## Stout School of Education Faculty Representatives

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Affiliation</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Amy Holcombe</td>
<td><a href="mailto:aholcomb@highpoint.edu">aholcomb@highpoint.edu</a></td>
<td>School of Education</td>
<td>Interim Dean, Chair of TEC</td>
</tr>
<tr>
<td>Dr. Sarah Vess</td>
<td><a href="mailto:svess@highpoint.edu">svess@highpoint.edu</a></td>
<td>School of Education</td>
<td>Associate Dean</td>
</tr>
<tr>
<td>Ms. Debbie Albert</td>
<td><a href="mailto:dalbert@highpoint.edu">dalbert@highpoint.edu</a></td>
<td>School of Education</td>
<td>EPP Division</td>
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<tr>
<td>Dr. Tawannah Allen</td>
<td><a href="mailto:tallen@highpoint.edu">tallen@highpoint.edu</a></td>
<td>School of Education</td>
<td>Leadership Studies Division</td>
</tr>
<tr>
<td>Dr. Steve Bingham</td>
<td><a href="mailto:cbingham@highpoint.edu">cbingham@highpoint.edu</a></td>
<td>School of Education</td>
<td>Leadership Studies Division</td>
</tr>
<tr>
<td>Dr. Allison Blosser</td>
<td><a href="mailto:ablosser@highpoint.edu">ablosser@highpoint.edu</a></td>
<td>School of Education</td>
<td>Leadership Studies Division</td>
</tr>
<tr>
<td>Dr. Leslie Cavendish</td>
<td><a href="mailto:lcavendi@highpoint.edu">lcavendi@highpoint.edu</a></td>
<td>School of Education</td>
<td>Chair, EPP Division</td>
</tr>
<tr>
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Course Compensation, Planning and Delivery

Teaching Compensation for Faculty and Adjuncts

In most years, additional compensation is provided when the teaching load exceeds 12 semester hours (typically three undergraduate courses). The loads of student teaching supervision are based on the formula that supervision of 8 student teachers equals one 4 credit course. For fewer than 8, the faculty member will receive compensation on a prorated basis depending on the number of students being supervised. No faculty member is permitted under any circumstances to teach in excess of 16 credit hours in any semester. During an academic year only one overload semester is permitted.

For graduate faculty supervising interns in Educational Leadership, loads for EDU 5400/5500/5600) are based on the formula that supervision of 8 interns equals one full credit course. For fewer than seven, the faculty member will receive compensation on a prorated basis.

In most years, additional compensation is provided to doctoral faculty when the teaching load exceeds 9 credit hours (two courses of 4.5 hours each) and a full load of dissertations (4). All doctoral faculty are expected to teach two courses per semester and chair dissertations.

In most years, faculty who chair dissertations are eligible to receive additional compensation on a prorated basis. Although candidates may register for 8300a and 8400a multiple times, the chairing faculty member may only be compensated one time for 8300, 8300a, 8400, and two times for 8400a per candidate. Should a candidate switch chairs, the new chair is eligible to be compensated according to the below frequencies:

<table>
<thead>
<tr>
<th>Course</th>
<th>Times Eligible for Prorated Compensation</th>
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<tr>
<td>EDU 8300</td>
<td>1</td>
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<tr>
<td>EDU 8300a</td>
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<tr>
<td>EDU 8400</td>
<td>1</td>
</tr>
<tr>
<td>EDU 8400a</td>
<td>2</td>
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</table>

The Dean of the School of Education sends final teaching load information to the Office of the Provost by mid-September or mid-February. Overload contracts are distributed by the Dean in October or March. Pay for overload is usually included in the December and/or April check(s). Contracts for faculty teaching in May, HPU Away, and Summer Session I or II will be distributed shortly before each session. Faculty/Adjuncts should sign the contract as soon as possible and return these to the School of Education office.

While the School of Education discourages Directed Studies, faculty are compensated for these at a prorated rate based on the number of students who are enrolled in the Directed Study. Faculty and adjuncts are also compensated for working with students enrolled in EDU 4111 when the need arises for additional time in completing required electronic evidences. All Directed Studies and requests for EDU 4111 must be approved by the Dean. Regular full-time faculty who agree to work with a student for a Directed Study during the day, however, do not receive extra compensation for these activities. Any faculty member who agrees to work with a student receiving tuition concession in a directed study arrangement will also not be reimbursed by the university.
No student is permitted to take a required educational methods course or a “repeat” course (one in which the original grade was C- or lower) as a directed study.

**Pay Rates and Schedule**

The current pay rate per four (4) hour undergraduate course is $4,668.00. The following formula applies if the enrollment in the course is less than 5 students:

If only one student is enrolled (25%) or $1,167.00  
If two students are enrolled, (50%) or $2,234.00  
If three or four students are enrolled, (75%) or $3,500.00  
If five or more are enrolled, the faculty member is paid for a full class or $4,668.00

The current pay rate per three (3) hour graduate course is $4,700.00. The following formula applies if the enrollment in the course is less than 5 students:

If only one student is enrolled (25%) or $1,175.00  
If two students are enrolled, (50%) or $2,350.00  
If three or four students are enrolled, (75%) or $3,525.00  
If five or more are enrolled, the faculty member is paid for a full class or $4,700.00

All employees of High Point University are paid on the 20th of the month; paychecks can be directly deposited into an individual’s personal account. Payroll stubs are available online through https://www.myworkday.com which is the system that will allow you to view your pay stub each pay period, personnel information, tax status information, etc. You must log in, click on Home, then Benefits, then Pay.

**Course Syllabi**

All courses must have a syllabus ready for distribution at the first class meeting. Faculty are expected to submit copies of all course syllabi to the Senior Vice President of Academic Affairs’ Office prior to the beginning of each new semester. Please send a copy of each syllabus in a Word format to the SSOE Administrative Assistant no later than one week prior to class starting.

What Should Be Included on a Course Syllabus?

1. A course description that clearly defines the nature of the course and the topics to be addressed. The description should correspond to the course description in the University catalog, although it may be expanded to include other topics of emphasis or interest.

2. A brief overview of the Educator Preparation Program’s Conceptual Framework and an explanation of how the specific course fits in to the Educator Preparation Program and Conceptual Framework. Please include the CF logo at the level appropriate for the program.

3. Required texts and materials.

4. Clearly stated learning outcomes and the specific DPI standards the course addresses for each of the licensure areas and the Method for Assessing the Learning Outcome. These outcomes/standards and assessments should be listed on the front page of the course syllabus.
5. Clearly explain how the 4th hour will be utilized. All four credit courses must include an explanation of whether the “contact time” equals 200 minutes (50x4) or whether some other appropriate assignment is being used for the “fourth hour” of contact.

6. Topics to be covered – You should include a fairly detailed list of topics to be covered and the reading assignments. You may wish to do this with specific dates. Evidence courses should include the complete description of the evidence assignment and the rubric used for evaluation.

7. Student Requirements and Responsibilities. Specifically outline what the responsibilities of students are with regard to electronic evidences, papers, reports, class attendance, etc. Include due dates and specific requirements for papers. You should have a policy for class attendance and make-up exams. Please note that faculty may not require students to attend events or participate in activities outside the hours defined by the course. If an activity is planned outside of class hours, it is protocol to have students request an excused absence from any other instructor who is impacted by this activity. Students cannot be held responsible for any instructor who does not give his/her consent to miss class for an outside activity.

For the M.Ed. and Ed.D. programs in Educational Leadership, any course with a designated required Electronic Evidence for licensure must be clearly stated in the course syllabus. The faculty member is expected to provide a complete description of the electronic evidence and the rubric for evaluation. All descriptions of Electronic Evidences and corresponding rubrics for evaluation can be accessed on the Faculty link on the School of Education website. It is recommended that in courses with required electronic evidences, these projects be counted for at least 40% of the final grade. (Faculty are reminded that eligibility for N.C. licensure is determined by each student demonstrating a “proficiency” level (80%) for the required evidence). Students achieving less than 80% proficiency (a grade of B or higher), will need to continue to correct and/or improve the quality of the evidence prior to exiting the program if they are planning to become licensed in North Carolina.

8. Evaluation Procedures. It is important to be as specific as possible regarding how the final grade is to be determined. This may include (but is not limited to) the weights given to electronic evidences, exams, papers, participation, reports, etc. Please note that a faculty member should not use attendance as the sole means for grade reduction unless participation in class is part of the weighted final grade. If this is the case, the weight of class participation must be clearly stated in the course syllabus.

9. All faculty and adjuncts are responsible for notifying students at mid-semester of unsatisfactory grades (this includes PEC Activity Courses). Students are permitted to earn no more than one C- in a supporting course. When more than one C- has been earned the student must repeat (student may choose which one).

10. In accordance to SACS, it is the policy of the university that all courses utilize the designated final exam period. Any deviation from the final exam schedule must be approved in advance by the dean. THERE ARE NO EXCEPTIONS TO THIS POLICY.

11. Your availability to students. Include on the syllabus how you will make yourself available to students who need help or advising regarding your course outside of class.
12. Disability Statement and reference to the university Honor Code (see sample template provided on the School of Education website).

13. If an online or hybrid course, faculty are expected to detail the specific online contact time requirements and expectations for BlackBoard sessions including information about synchronous and asynchronous meetings.

**Attendance Policies**

The expectation of the University is that faculty are to check and keep records of student attendance. It is highly recommended that all faculty develop reasonable guidelines concerning attendance requirements for students in day, evening, and graduate classes. Due to the variation in scheduling, an attendance policy for an undergraduate class meeting three times a week during the semester may be quite different than for a graduate class offered once a week. Hence, faculty are encouraged to place, in writing, all expectations for attendance within the course syllabus which is distributed to students on the first day of class.

For general guidance purposes only, it is reasonable for an attendance policy to permit no more than four unexcused absences in a typical M-W-F day class for undergraduates. Typically, classes meeting only once a week per semester usually have policies which permit no more than two unexcused absences. More flexibility may be permitted with graduate classes rather than undergraduate and it is recommended that faculty who teach underclassmen (freshmen and sophomores) have stricter guidelines for attendance due to the maturity issues of younger students.

**Starfish Alert System**

Progress and success towards graduation should be continually monitored by both advisor and advisee. It is clear, from numerous research studies, that effective academic advising can have a significant and positive impact on the success of students in the University. Faculty advisors also play a key role in monitoring academic progress and encouraging good academic performance. The Starfish EARLY ALERT is the early warning and student tracking collects information and manages concerns by faculty and advisors regarding student attendance and other disposition related issues. Each semester faculty are requested to provide early intervention information on students in their courses. Early Alert is conducted the 4th week of the semester and attendance and any grade information that might suggest a student to be at risk is to be reported. Advisors and students are requested to follow up with a conference and course planning to improve performance and attendance. For new faculty and adjuncts, the university provides training opportunities at the start of each academic year in utilizing this software system.

**Absences from Class/Inclement Weather**

Should a faculty member find it necessary to be out of class for sickness, emergencies, planned meetings, etc., the Dean of the School of Education should be notified. It is perfectly acceptable to give students’ assignment in advance. If a faculty member discovers at the last minute that he/she must be out of class, please call the School of Education office (841-9188) so that we can inform your students. In accordance to faculty contracts, it is expected that a faculty member be on campus a minimum of five hours each day.
High Point University does not usually cancel day classes because of inclement weather. However, never try to get to class if it is dangerous. Faculty are encouraged to check the website for the university to receive updated information concerning delays and/or cancellations (www.highpoint.edu). If you need to get a message to students, please use your MyStuff email option for your class roster. You may also contact the Security Office (841-9111) if it is prior to 8:30 a.m. After 8:30 a.m., please contact the School of Education office (841-9188). Someone there will leave a message for your students if you are unable to get in contact with them.

Because many graduate students travel to come to class, evening classes are sometimes cancelled due to inclement weather. Usually, cancellations are broadcast via local media or on the university website (www.highpoint.edu).

All faculty are expected to notify the Department Chair or Coordinator for PEC Activity courses if you have cancelled a class.

**Attendance Probation**

Any student who exceeds the number of absences in the instructor’s written attendance policy MUST be placed on attendance probation PRIOR to any withdrawal (this is a university policy). Probation notices can be accessed through the Office of Academic Development (ext. 9191).

**Grading**

Faculty will assign a final grade of A, B, C, D, or F to each student at the end of the semester. Most practica courses including student teaching are graded pass/fail. High Point University recognizes “plus” or “minus” grades for undergraduate and graduate courses and faculty are encouraged to use their own discretion in assigning these marks.

The standard scale recommended when assigning grades for undergraduate and graduate students is as follows:

- **A = 90 – 100**
- **B = 80 – 89**
- **C = 70 – 79**
- **D = 60 – 69**
- **F = Below 60**

Grades are usually due 48 hours after the administration of the final examination.

Mid-term grades of C-, D or F must be reported. Any student earning a grade of C- or lower in an education or supporting course will be required to repeat that course.

Graduate students earning a grade of C will automatically be placed on academic probation. Two C’s or an F earned in a graduate course will result in dismissal from the graduate program.

**Assigning an “Incomplete” Grade**

A faculty member may elect to assign a grade of “Incomplete” for a student who has experienced extenuating circumstances warranting the extension of time needed to complete assignments and/or required examinations. It is at the discretion of the individual faculty member whether extenuating circumstances exist and, as a general rule, an “Incomplete” should not be used for students who have consistently demonstrated lack of effort, responsibility or persistence in adhering to deadlines.
Once a grade of “I” is to be assigned, the student and faculty member should make arrangements for the assigned work and/or examinations to be completed within a reasonable time frame. Grades of “Incomplete” will automatically revert to an “F” after one full calendar year or after the date for completion designated by the instructor if no new grade is submitted.

A faculty member is responsible for changing the “Incomplete” grade to a letter grade after the necessary work and or examinations have been completed by the student. Change of Grade forms can be obtained from the School of Education Office and must be signed by the Dean of the School of Education prior to being forwarded to the registrar’s office so the grade can be permanently recorded.

Specific policies for awarding incomplete grades or continuation courses in graduate level capstones can be found in the Graduate Education Handbook. Faculty teaching graduate capstone courses (internships, products of learning or thesis), should consult these policies.

**Directed Study Policies**

In rare instances, a faculty member may be asked to offer a class to a student as a directed study. The instructor provides the syllabus, text, and assignments as he/she would for a traditional class, however, the student “self-directs” himself through the material. The faculty member is expected to set aside regular time to have contact with the student to explain/teach various topics, review assignments and answer questions.

The following policies apply for the delivery of Directed Studies within the School of Education:

- A faculty member is only permitted to provide a directed study for a course that is already part if his normal teaching responsibility. Offering a directed study for a course beyond one’s area of expertise is not permitted.
- All Directed Studies must be approved by the Dean of the School of Education and Senior Vice President for Academic Affairs.
- Undergraduate degree seeking students (day or evening) are typically not permitted to take a required education class as a directed study unless the course is not being offered and is essential for the student to graduate as expected. Permission from the Dean is required.
- Directed Studies should not be offered for courses that are currently on the schedule for the same semester/session in which the directed study is being provided. Exceptions to this policy must be given by the Dean of the School of Education.
- Directed Studies may not be offered for courses that a student has previously earned an unsatisfactory grade.
- Methodology courses should not be offered as directed study options. Any exception to this policy must be given by the Dean of the School of Education.

The Graduate School does not permit Directed Studies for graduate level coursework. Special arrangement for delivery of instruction outside of typical class formats and meeting times must be approved by the Dean.
Course and Program Evaluation

In order to insure a quality educator preparation program, the following means of program evaluation will be in effect:

1. Students evaluate each education course through an online process which is managed by the Office of Institutional Research and Assessment. Information regarding the online process is provided to full-time and adjunct faculty through e-mail by the Dean at the conclusion of each semester and EDP session.

2. At the conclusion of each field experience, students will have the opportunity to evaluate the cooperating teacher and the field placement by completing the Candidate Field Experience Feedback Form.

3. At the conclusion of student teaching, students evaluate the entire educator preparation program through the Program Evaluation Survey.

4. Cooperating teachers who host student teachers have an opportunity to evaluate the student teacher’s experiences.

5. After the first year of employment, graduates are asked to discuss strengths and weaknesses of the Educator Preparation Program.

6. Principals of first and second year teachers are asked to evaluate the performance of the High Point University graduates.

7. The North Carolina Department of Public Instruction provides feedback on Program Completers through the IHE Performance Report.

8. Graduates in the field will be evaluated on the basis of their student performance data through End-of-Grade and End-of-Course testing results. *Value-Added Data Reports* have become increasingly more important and is also data that the School of Education must review in an effort to assure high teacher quality.

Library

The School of Education receives a library budget allotment for both the undergraduate and graduate programs. Resources including media such as DVD’s, textbook collections, and materials for the IMC also may be purchased with these monies. Library monies must be expended by March 1 of each year.

Complete textbook and juvenile collections are available in the School of Education Resource Center (SOE 128).
Progression in the Educator Preparation Program

Entrance into the Educator Preparation Program

Undergraduate Candidates

The Educator Preparation Programs at High Point University are authorized by the North Carolina State Board of Education. This approval guarantees teacher licensure of graduates who successfully complete a program of study. However, this approval is contingent on the maintenance of standards established by the State Board. These standards require that students pass all required examinations prior to being recommended for N.C. licensure and receive passing scores on the edTPA Performance-Based Portfolio. Students who are unable to meet these requirements may choose to pursue the non-licensure tracks in the four degree programs offered by the School of Education (Elementary Education, Health/Physical Education, Middle Grades Education and Special Education). Licensure-Only students not passing required teacher examinations will not be permitted to enroll in the final phase of student teaching and will graduate with their BA or BS degree in their primary area (English, History, Biology, Mathematics, or Spanish).

Licensure Track:
Student Teaching with N.C. licensure will become an optional track that students may pursue at the end of the program. Choosing this track requires completion of the mandatory 16-week student teaching, all related licensure tests, and the edTPA portfolio. These credits will be included in the required 128 to graduate.

Degree ONLY (Non-Licensure Track)
Students who choose (or who are moved) to the non-licensure track in the degree program will earn a B.A. degree in Elementary Education, Special Education, Middle Grades Education or Health/Physical Education. Instead of student teaching students will complete other university electives to reach the required 128 credits for graduation and a four credit internship that is not student teaching. The School of Education does not apply for North Carolina license as the required student teaching, edTPA portfolio, and teacher exams are not part of this track.

Sophomore Year:

In the sophomore year, students seeking to continue in the School of Education should proceed by doing the following:

- Complete an Application and secure a Foliotek Account (usually due by the Friday before Spring Break). The application will ask students to check whether they are seeking the Licensure Option, the Non-Licensure Option or Education Studies.
- Completion of 2000 level courses with a C or higher (EDU 2100 and EDU 2200)
- A cumulative GPA of 3.0 or higher is required for the Licensure-Option
- Passing scores on Praxis Core or SAT/ACT substitute scores is required for the Licensure-Option
- Disposition Evaluation by Professors by mid-April (all options)

Students will be permitted to register for 3000-level classes during the March pre-registration period with “provisional status”. Students seeking the Licensure-Option who are ready to be
formally admitted will be voted on by the School of Education’s Teacher Education Council during its last meeting in April. There is also an August admission to the School of Education for students who complete EDU 2000 level courses online in the summer or complete other requirements such as the required passing of all Praxis Core tests.

The following standards are required for full admission into the Educator Preparation Program for students seeking the Licensure-Option:

- Have at least four (4) semesters or two (2) academic years of full-time study (i.e., attained junior status) or complete the required general studies.

- Attain a grade of "C" or higher in all required 2000-level Education courses (no grades of C- or lower are permissible in education courses). One C- in a supporting course is permitted. Any subsequent course with a grade of C- or lower must be repeated. A D+ or lower will not be accepted in a supporting course.

- Attain state-mandated scores on Praxis I Core Academic Skills for Educators (Reading, Writing, and Mathematics): Composite of 468 or Math 150, Reading 156, Writing 162 OR submit SAT scores or ACT scores (Combined SAT=1170, or SAT Math = 570 or higher; Verbal = 600 or higher Combined ACT = 24 or Math 24 and/or English 24.

- Attain and maintain a 3.0 grade point average by the time of application.

- One favorable personal recommendation.

- Be favorably recommended by the faculty of the major department in the College of Arts and Sciences (for secondary, middle grades, and specialty licensure majors ONLY).

- An acceptable Disposition Evaluation Scale score or an acceptable interview (if applicable).

- A favorable criminal background check will be required. This can be completed by using Trak-1 There will be a cost of $10.00 and should be turned into the School of Education along with the background check release form. If you have been a NC resident since 6th grade, you may use the form through Guilford County Schools volunteer check (will complete during Nature of the Learner).

- A conduct report will be requested from Student Life by the School of Education.

**Candidate Disposition Evaluation**

All educator preparation candidates must be evaluated for their knowledge, skills, and dispositions. Additionally, selectivity indicators are also evaluated which include communication skills, working collaboratively, having the capacity to motivate, perseverance, purpose, leadership capacity, and the disposition to work effectively with parents.

Currently an assessment of the candidate’s disposition is conducted at several points throughout the program of study. All students will be evaluated for their disposition evidenced during fieldwork experiences which begin in the freshman year. Cooperating teachers will have an
opportunity to evaluate each student and determine whether overall performance was below proficiency, at proficiency, or above standard. Students whose dispositions appear to be of concern will be flagged and monitored accordingly. A formal disposition evaluation will be conducted upon admission into the educator preparation program using a proprietary instrument currently being piloted across several IHE institutions, during the Junior Year Review, and again during student teaching. In all instances, significant concerns regarding disposition for teaching will be documented and students may be asked to work with the Associate Dean to develop an intervention plan. In some cases, a student who does not respond to the intervention plan, may not be admitted to the educator preparation program, be delayed for Internship I/II or may be dismissed from the program. Disposition evaluations will be completed by faculty at the end of the sophomore, junior, and senior year as noted above.

**Criminal Background Checks**

Criminal background checks are required as each student progresses in the Educator Preparation Program.

- A criminal background check *may possibly be required* during the freshman and sophomore years if a school system in which the student is working requires that one be completed.

- A criminal background check *will be required* at the time of application to the Educator Preparation Program (sophomore year). High Point University uses the Trak-1 system and the form can be accessed under Foliotek. There will be a cost of $10.00 and should be turned into the School of Education along with the background check release form.

- An updated criminal background check *will be required* at the time of application to Student Teach. The Trak-1 form or the form that is used in the county in which the candidate is student teaching may be completed and submitted to the School of Education. If Trak-1 is used than there will be $10.00 fee. If the county’s form is used, the fee will be set by them.

If an issue with the background check arises, the final decision on whether a student can be admitted to the Educator Preparation Program will be made by the Associate Dean of the School of Education. If an issue arises with the background check when a candidate is applying to student teach, the final decisions will be made by the Associate Dean of the School of Education and the county in which the student has requested to complete their internship. Students have the right to appeal a decision made by the Associate Dean to the Dean of the School of Education.

**Conduct Report**

A conduct report is requested from Student Life by the School of Education for each student who is applying to the Educator Preparation Program and an updated report will be requested when the students apply to student teach. If an issue arises on the conduct report at either stage of the program, the Associate Dean of the School of Education will make the final decision as to if a student will be admitted into the program or if the student will be allowed to student teach. Students have the right to appeal a decision made by the Associate Dean to the Dean of the School of Education.

The records of admitted students are reviewed each semester in order to determine continued eligibility for continued enrollment. Candidates whose GPA falls below a 3.0 may be dismissed
from the program. No student will be permitted to apply for the student teaching internship unless he/she has the required 3.0 GPA for licensure. Any student who has been dismissed from the Educator Preparation Program must be re-admitted by the Teacher Education Council.

Provisional Status Policy

Currently, the School of Education allows students in their sophomore year of study who are wishing to pursue the licensure track option to pre-register for 3000-level coursework provided they (1) have a minimum GPA of 3.0, (2) submit the required application to the Educator Preparation Program by setting up a Foliotek account, (3) provide documentation that they have registered or attempted the required Praxis Core tests in Reading, Math, or Writing (or provide substitute SAT or ACT scores), and (4) are currently in good academic standing in required 2000-level education coursework. Students will be classified with provisional status until all criteria for full admission to the EPP have been met. Provisional status for any student seeking the licensure track in the School of Education may not extend beyond the pre-registration period of the junior year. Students who are still designated as provisional will NOT be permitted to pre-register for EDU 4134/44/54/64/74: Introduction to Student Teaching. A student whose provisional status is expiring should discuss programming options with his/her academic advisor.

Code of Professional and Ethical Behaviors

All educator preparation candidates are expected to adhere to the code of professional and ethical behaviors established by the School of Education (see below). A copy of this code of behavior should be attached to any syllabus which is currently used for educational practica. It is recommended that faculty supervising educational practica remind teacher education candidates about the expectations regarding ethical and professional behaviors.

Stout School of Education
Educator Preparation Program
Code of Professional and Ethical Behaviors

All school system employees hold positions of public trust. They are responsible for the education of students and also serve as examples and role models to students. As prospective and current employees of the school system, candidates enrolled in both the initial and advanced teacher education and administration programs at High Point University are responsible for both the integrity and the consequences of their own actions. The highest standards of honesty, integrity, and fairness should be exhibited by each candidate when engaging in any activity concerning teaching or school administration, particularly in relationships with their peers, faculty, P-12 students, parents, the public, and other employees of the school system. (Adopted from the Code of Ethics for North Carolina Educators approved by the North Carolina State Board of Education in March, 2002).

Candidates enrolled in the School of Education are provided with many opportunities to develop the attributes necessary for successful teaching and/or school administration careers. Along with these opportunities come the serious responsibilities of the candidate to students, school, community, and the University. Each candidate, initial and advanced, is required to comply with the following expectations:
1. Adhering to the University Honor Code adopted and endorsed by the faculty and Board of Trustees of High Point University.
2. Maintaining regular attendance, being punctual and, when engaged in field-work, staying in the school for the time scheduled. Only illness or true emergencies excuse an absence or tardy.

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Interns are expected to notify cooperating teachers, supervising principals, and University supervisors immediately if the schedule cannot be met.

3. Exemplifying the attitudes and actions expected of a teacher or school administrator rather than those which characterize a student. Interns should never engage in any inappropriate social interaction (including but not limited to, profane or lewd remarks, dating, etc.) with the students of the cooperating school.

4. Placing school duties and responsibility as a first priority and willingly accepting all reasonable duties assigned.

5. Never misrepresenting one’s professional qualifications.

6. Conforming to university and school policies regarding standards of behavior.

7. Safeguarding all personal and confidential information concerning pupils and use it only for professional purposes. Remember that much damage can be done to students as a result of inappropriate sharing of information. This includes refraining from texting and discussions on social networking websites and emails.

8. Acknowledging the diverse views of P-12 students, their families, and professional colleagues. Students should be challenged to look at all sides of controversial issues and refrain from exerting one’s own personal beliefs on others.

9. Following the rules of basic courtesy toward school administrators, teachers, pupils, staff, and members of the community. Refraining from making unfavorable remarks about the students, the cooperating teacher, the school, the staff, the community, and the University or its faculty.

10. Dressing appropriately and in keeping with faculty and University standards. Personal hygiene and grooming should be of the highest order. Provocative or sloppy dress is always unacceptable. Visible body piercing and tattoos may be unacceptable depending upon local school policies. Schools have differing policies so principals or cooperating teachers should be consulted and the policies of the school strictly followed.

11. Avoiding all partiality and favoritism toward students.

12. Maintaining good professional relationships. Always deal with the personnel of the cooperating school in an open, honest, and fair way. Without the cooperation of the area schools, High Point University could not properly train its undergraduate and graduate students. It is the responsibility of each of these students to maintain a good professional relationship with the cooperating schools.

13. Refraining from using personal cellphones, computers and other personal devices in the school setting unless approved by the cooperating teacher, administration and University.

14. Refraining from using social networking sites [such as Instagram, Facebook, Twitter, Snapchat, etc.] in the school setting other than for instructional purposes. Texting and friending students, parents and teachers (unless the school administration approves) is not permitted.

15. Absolutely no posting of any pictures of students on any website or social networking sites or picture sites such as Instagram. Pictures/videos of students can only be posted on approved websites approved by the school principal or a protected website approved by the High Point University Technology Coordinator.

16. Showing good common sense in all situations. If one is unsure, questions should be taken to the University supervisors, the Associate Dean or Dean of the School of Education.

17. All initial and advanced students enrolled in the educator preparation program are expected to be familiar with the Code of Ethics for North Carolina Educators adopted by the North Carolina State Board of Education in March, 2002.

Each student must seriously assume the above responsibilities to maintain good standing in the Educator Preparation Program. Failure to do so could result in removal from the program.
The Teacher Education Interview

Students applying for admission into the Educator Preparation Program will be asked to interview if the candidate’s evaluation on the Disposition Instrument is below standard (disposition will be assessed beginning in the freshman year with performance in EDU 1200: Introduction to Teaching).

Students will be expected to have a satisfactory interview in order to be considered for full admission into the Educator Preparation Program. As always, students who perform marginally may, at the discretion of the Dean of the School of Education, be requested to participate in another interview. In the case of unsatisfactory interviews, any student has the right to appeal the decision made by the interviewing team.

Interview Committees
The interview committee is arranged by the Associate Dean of the SOE.

Progression in Licensure Track Programs:
Policy for Required Tests:

The Junior Year Review

It is the policy of the Educator Preparation Program at High Point University to review the teacher education file of each admitted student at the end of his/her junior year (or equivalent).

The Associate Dean in the School of Education will review each student’s transcripts, field experience evaluations from both university staff and public school teachers, disposition data, course grades, GPA, attendance at mandated meetings and success on EE#2 to determine if the candidate is continuing to develop the knowledge, skills, and dispositions expected and to determine if the candidate is able to progress to the methods/student teaching semesters.

The following policies/procedures are utilized during the junior year review:

- Candidates are notified about the junior year review process during sophomore year prior to their application for admission into the educator preparation program.
- Candidates who have been admitted into the educator preparation program are reminded of the junior year review during the mandatory junior level meeting held each spring.
- During April and May, the Associate Dean of the School of Education conducts the Junior Year Review by evaluating each candidate’s GPA, education grades (No C- or lower) and supporting grades (only one grade of C- permitted and no grades of D+ or lower will be permitted), progress/proficiency for required junior level electronic evidence, disposition, conduct, feedback from cooperating teachers, and faculty.
- Any candidate of concern receives a letter from the Associate Dean of the School of Education requesting a conference.
- Prior to the senior year or the first day of the Fall semester classes, the candidate meets with the Associate Dean of the School of Education. The concerns are noted and a plan of improvement is developed.
- The candidate’s progress is reviewed again in the fall semester of the senior year (mid-semester).
  - Candidates who have not made adequate improvement may be asked to delay student teaching.
• Candidates whom the faculty discover have violated the High Point University Code of Professional and Ethical Behaviors or the Code of Professional Practice and Conduct for North Carolina Educators, have had unsatisfactory field experience evaluations, or have earned a grade point average of below a cumulative 3.0 may be recommended to the Teacher Education Council for dismissal from the Educator Preparation Program.
• Any candidate has the right to appeal a decision regarding a delay of student teaching to the Dean of the School of Education.

Licensure Testing Policy (Effective 2020-2021)

In March 2019 an adjustment to policy LICN-003 made the following changes to the testing requirements for Elementary Education (K-6) and EC-GC candidates which became effective April 6, 2019.

1  In addition to the Pearson Test 203 Mathematics Subtest, the Praxis Test 7803 – CKT Math Subtest was approved to fulfill the math subtest licensure requirement.

2  The Pearson Test 103 – Multi-subject Subtest is no longer a requirement for an elementary education or EC-GC license.

For elementary education and EC-GC teacher candidates, this policy change means that there are two tests that fulfill the mathematics subtest requirement and that the Pearson Test 103 – Multi-subject Subtest is no longer a requirement for the above licenses. Therefore, a candidate seeking either of these licenses, must take and pass the following tests:

• One of the following math subtests approved by the SBE
  ◦ Pearson Test 203 – Mathematics Subtest with a score of 227 or higher OR
  ◦ Praxis Test 7803- CKT Math Subtest with a score of 150 or higher AND
• The Pearson Test 090 – Foundations of Reading with a score of 229 or higher.

Elementary Education and Special Education—General Curriculum* (Licensure track)

• Students majoring in Elementary Education and Special Education General Curriculum must register for and take the Pearson Foundations of Reading and one of the following (Pearson Math Test 203 or Praxis Test 7803-CKT) during the summer between the junior and senior year.
• Progression into EDU 4134 or EDU 4144 will be permitted for students who, at the start of classes in August, meet one of the following three conditions:
  ◦ (1) documentation of passing scores in the required tests,
  ◦ (2) have not yet passed all required tests but provide documentation that they have re-registered to take the test again, or
  ◦ (3) are awaiting scores from tests taken during the summer.
• Any student who does not provide documentation of any of the three conditions noted above WILL NOT be permitted to enroll in EDU 4134 or EDU 4144.
• If a candidate has not successfully passed the above referenced licensure exams by the completion of the fall semester, the candidate is required to meet with Stout School of
Education administration to determine if the candidate will be permitted to progress into EDU 4230 or EDU 4240 in the spring. Consideration for continuation includes the following elements: midterm and final evaluations in EDU 4134/4144, GPA, scores on previous licensure exam attempts, and disposition. If the candidate is permitted to enroll in EDU 4230 or EDU 4240, the candidate will be expected to re-take the licensure exams. Candidates who have not successfully passed all required licensure exams by graduation will not be recommended for licensure. The SSOE administration retains the right to move a student to the non-licensure track if multiple deficiencies exist at the end of semester.

- *Special Education—General Curriculum majors also need to follow the licensure policy for Praxis tests listed below.

Health/Physical Education, Middle Grades Education, Secondary Education

- Students majoring in Health/Physical Education, Middle Grades Education, Secondary Education (Biology, English, History, Spanish), or Special Education—Adapted and General Curriculum will be required to show documentation that they have registered for the required Praxis exam(s) by the midterm of enrollment in EDU 4144/54/64/74. Licensure Exam(s) should be taken prior to the start of EDU 4140/50/60/70. Students who meet one of the following three conditions will be permitted to continue in EDU 4140/50/60/70:
  - (1) documentation of passing scores in the required test(s),
  - (2) have not yet passed all required tests but provide documentation that they have re-registered to take the test(s) again, or
  - (3) are awaiting scores from tests already taken.

- Students who have not yet passed the required Praxis tests at the start of the semester will be expected to re-take the exams during EDU 4144/54/64/74. The SSOE administration retains the right to move a student to the non-licensure track if multiple deficiencies exist at the end of semester. If a candidate has not passed the required praxis exam(s) by graduation, the candidate will not be recommended for licensure.
- *Special Education—General Curriculum majors also need to follow the licensure policy listed above for the math and reading exams.

Right to Appeal:

- As with all Stout School of Education policies, students have the right to appeal decisions they feel are improper. In these cases, the student should first appeal directly to the Associate Dean of the School of Education. If the problem cannot be resolved by the Associate Dean, the student may make a subsequent written appeal to the Dean of the School of Education.

- Appeals regarding decisions concerning the above policy must be made within three days from notification of delay in the progression of Introduction to Student Teaching (EDU 4134/44/54/64/74) or Student Teaching Continuation (4230/40/50/60/70).
If the problem cannot be resolved at the School of Education level, the student may make a subsequent appeal to the University Provost within a week of receiving written notification from the Dean.

Note to Faculty Advisors:
In August advisors and the School of Education’s Field Experiences Coordinator (Ms. Debbie Albert) will be given updated information on the status of senior level advisees. Any student not being permitted to enroll in EDU 4134 or EDU 4144 must be notified prior to the start of classes in August.

In October (midterm), advisors of Special Education: Adapted Curriculum, Middle Grades, Health/PE, Secondary, and Specialty Areas will be provided with updated information on the status of senior level advisees regarding registration for required Praxis II tests.

In January, advisors and the Field Experiences Coordinator will be given updated information on the status of senior level advisees. Any student not being permitted to enroll in EDU 4230 or EDU 4240 must be notified prior to the start of classes in January.

In March (midterm) advisors of Special Education: Adapted Curriculum, Middle Grades, Health/PE, Secondary, and Specialty Areas and the Field Experiences Coordinator will be given updated information on the status of senior level advisees providing documentation of passing scores on required Praxis II tests. Any student who will be withdrawn from Student Teaching Continuation must be notified by the Withdrawal date set by the university.

In March (midterm) advisors with junior level advisees who still are classified as provisional must be moved from licensure track to non-licensure and will be unable to pre-register for EDU 4134/44/54/64/74: Introduction to Student Teaching.

Senior Methods

Students begin working on their edTPA portfolio requirements. These integrated courses include technology and EDU 4134/44/54/64/ or 74: Introduction to Student Teaching. As the student prepares the required assignments much of the content is interdisciplinary and overlaps from one course to another. Therefore, students are strongly discouraged from allowing themselves to get into a set of circumstances that results in the need to drop one of the blocked courses as this will impact the grades in other related co-requisite courses including EDU 4134/44/54/64/74: Introduction to Student Teaching.

The following policy pertains to the dropping of one methods course from the block during the fall of the senior year:

1. The student may incur up to a 20% course grade deduction in each of the remaining courses in the block as a result of being unable to complete the required activities.
2. The student may incur up to a 20% course grade deduction in EDU 4134/44/54/64/ or 74 as a result of being unable to complete the required lesson plan implementation and observations that align with the internship and methods courses.
3. The student will be required to register for the course he/she has dropped at a time when the course is regularly offered by the School of Education. Students should not expect to complete the dropped course through a directed study or other special delivery mode.
In the event a student elects to drop the EDU 4134/44/54/64/74: Introduction to Student Teaching during the fall semester, following will apply:

1. The student may incur up to a 20% course grade deduction in other remaining “methods” courses in the block due to being unable to complete the required lesson plan implementation and observations that align with the assignments in the methods courses.

Prior to dropping a course/internship in an integrated block, it is expected that the student will speak to the instructor of the course/internship in question to investigate options for course completion and to discuss the ramifications of dropping the course/internship which can include a delay in student teaching.

**Student Teaching**

Teacher Education candidates are required to submit an application for student teaching. Applications (these may be accessed on the School of Education Website) and are typically due by the end of the spring semester of the junior year (in order to be placed by the start of the fall EDU 4134/44/54/64/74: Introduction to Student Teaching. The required TRAK-I must also be completed at this time. Effective 2018-2019, students applying for student teaching will be required to submit documentation of testing progress in order to have a final placement confirmation in the fall. For Elementary and Middle Grades majors, candidates will be permitted to indicate their first and second choice for the internship placement. Every effort is made to place teacher education candidates in the school/LEA of their choosing, however, all final decisions regarding these placements will be made by the Dean of the School of Education in conjunction with personnel directors in the local LEA’s and the licensure program coordinator. Once applications have been approved, continued negotiation by teacher education candidates regarding their placement choices is not permitted. Program coordinators, in collaboration with the Associate Dean of the School of Education, will make all final decisions concerning internship placements. Any internship placement which must be changed after applications have been processed must be approved by the Dean.

Teacher education candidates must have completed all required professional education coursework prior to the commencement of student teaching. The only exceptions to this policy must be granted by the Dean of the School of Education. No teacher education candidate will be permitted to student teach if, at the commencement of the semester in which the internship is scheduled, any of the following conditions exist:

- The candidate has not completed all required professional education coursework
- The candidate has a cumulative GPA of less than 3.0
- The candidate has not passed Praxis I or submitted a combined composite 468
- The candidate has an Incomplete in any professional education course
- The candidate has an unsatisfactory grade of C- or lower in a professional education or supporting course
- The candidate, if flagged during the Junior Year Review has not satisfactorily responded to the intervention plan outlined by him/her and the Dean of the School of Education

Of course, any candidate who is not permitted to student teach because of any of the conditions noted above, has the right to appeal this decision by following the guidelines outlined in the Teacher Education Handbook.
# The Integrated Internship Experience Flow of Expectations and Evaluation

| Introduction to Student Teaching  
EDU 4134/44/54/634/74 | Student Teaching Continuation  
EDU 4230/40/50/60/70 |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>All candidates are evaluated on a scale of 1-3 during the JYR for predictive internship success and these ratings are used to determine Internship I placement and University Supervisor selection.</td>
<td>All interns are evaluated on a scale of 1-3 during Internship-I for predictive internship success and these ratings are used to determine Internship II final placements and University Supervisor selection.</td>
</tr>
<tr>
<td>Any candidate flagged during the JYR is required to meet with Associate Dean and generate intervention plan in which progress is assessed mid-semester.</td>
<td>All interns will meet with their university supervisor PRIOR to the start of student teaching to review the PDP and the PDP Rubric. The goal of this meeting should be to review goals and objectives outlined in the PDP.</td>
</tr>
<tr>
<td>All candidates are required to teach a minimum of two of the 5 lesson plans from the Literacy-Infused Curriculum Unit (EE#3). One must be observed directly by the university supervisor, the second lesson can be videotaped and evaluated by the university supervisor. This observation will be evaluated using the RUBRIC for Internship Formal Observations.</td>
<td>All candidates are required to have at least one formal observation using the RUBRIC for Internship Formal Observations and the Impact on P-12 Students Checklist.</td>
</tr>
<tr>
<td>The intern is required to complete a reflection following each of the two lessons taught. These reflections are evaluated by the university supervisor using the Reflection Rubric.</td>
<td>All interns are required to complete a reflection following the formal observation and assessment of impact of P-12 students using the Reflection Rubric.</td>
</tr>
<tr>
<td>The intern will have a midterm evaluation which will consist of the Performance in the Field Experience completed by the cooperating teacher, reflections, review of attendance and follow-up conference.</td>
<td>The intern will have a midterm evaluation using the Internship Evaluation Form to assess growth in meeting proficiency and to note progress in those areas outlined in the Professional Growth Plan.</td>
</tr>
<tr>
<td>The intern will create a Professional Development Plan (PDP) at the conclusion if Internship I which will outline areas of needed improvement and a rationale (500 words required), goals, objectives and anticipated timeline for making progress. The plan will be used by the intern to target areas of needed growth during Internship II. The PDP will be evaluated by the university supervisor using the Professional Development Plan Rubric. The PDP and PDP Rubric will be reviewed by the university supervisor for Internship II at the start of the student teaching experience.</td>
<td>Any intern scoring at 56 or below points for the midterm evaluation will be required to develop an intervention plan that will address those areas of concern outlined during the midterm evaluation. Interns with an intervention plan will be required to have at least one additional formal observation using the RUBRIC for Internship Formal Observations and the Impact on P-12 Students Checklist. An additional reflection following the formal observation and assessment of impact of P-12 students using the Reflection Rubric for Assessment by the intern will also be required.</td>
</tr>
</tbody>
</table>
All interns will have a final evaluation of their Internship I experience which includes a conference with the university supervisor and cooperating teacher using the Final Evaluation Form. All interns enrolled in student teaching will also complete EE#5 Positive Impact on Student Learning.

All interns will be required to have a final evaluation and exit conference with the university supervisor and cooperating teacher using the LEA/IHE Certification of Teaching Capacity. The School of Education may extend the internship in the event that an intern does not meet standards in the areas assessed.

All interns will be assessed for their Pedagogical Content Knowledge as part of the Internship-II LEA/IHE Certification of Capacity.

Exit from Student Teaching: Internship II

All degree seeking and licensure-only teacher education candidates are required to successfully complete a full-time 8-credit student teaching internship. Candidates typically enroll in the internship during their final semester in the educator preparation program. The internship must provide a minimum of 16 uninterrupted weeks of supervised classroom teaching experience in a grade level or area which is consistent with the license being sought. Each candidate is assigned a university supervisor from the SOE as well as a cooperating teacher who serves as the day to day mentor.

Candidates who are seeking a K-12 teaching license may elect to change from one setting to another after 10 weeks (elementary, middle, or secondary). In these cases, approval for both placements and the assignment of two cooperating teachers should be arranged during the semester prior to the internship. Final approval for the shortened internship is granted by the Associate Dean for the School of Education who reviews all requests.

Teacher education candidates receive continued feedback regarding their performance from both the cooperating teacher and the university supervisor. At minimum, a formal mid-semester and final evaluation must be completed. Unsatisfactory performance at mid-semester will necessitate the development of an intervention plan which is monitored for the second half of the semester by the university supervisor and associate dean. Teacher assistants who have previously been granted a shortened 10-week internship will be required to extend the length of time to the traditional 14 weeks in the event of an unsatisfactory mid-semester (for them a final) evaluation. A teacher education candidate’s final evaluation must reflect an overall rating of “Proficiency” on the final Exit Evaluation (IHE/LEA Certification of Capacity) form. The student internship is a non-graded course and therefore a final grade of “P” or “F” will be assigned by the university supervisor. The exit evaluation (LEA Certification of Capacity) is a required Electronic Evidence #4 as mandated by DPI. The School of Education’s Field Experiences Coordinator is responsible for collecting this documentation of mid-semester and final evaluation ratings and entering this data for each candidate into the Foliotek system.
edTPA PERFORMANCE BASED PORTFOLIO

In August 2016 the North Carolina General Assembly approved that all student teaching completing an approved teacher preparation program in N.C. submit a performance-based portfolio to demonstrate readiness for teaching. Effective 2017-2018, students completing the undergraduate programs in elementary, special, middle grades, special subjects, and secondary 9-12 licensure programs or the initial MAT programs will be required to participate in the implementation plan for edTPA portfolio completion.

DESCRIPTION:
The edTPA is a performance-based assessment portfolio, which teacher candidates complete during their student teaching semester as a licensure requirement. The edTPA consists of three major areas of evaluation: Planning, Instruction and Assessment. Within each of these three categories student teachers will be asked to complete a series of tasks that provide evidence of competency in planning, instructional delivery and assessment of students. In Planning, student teachers will complete a Context for Learning task which requires them to describe their district, school, classroom, and students. They will develop a series of sequenced lesson plans that all relevant instructional materials to accompany these lessons during Planning. Once they have crafted their lesson plans, students will be required to complete a commentary in which they are prompted to describe and reflect on their planning with special attention to the central focus, objectives, differentiation, rationale, and incorporation of academic language throughout the learning segment. In the category of Instruction, student teachers will be required to video record themselves teaching the previously-described learning segment and choose two clips to submit from their lessons, along with a written commentary addressing the atmosphere of the classroom, the engagement of students, and differentiation. Finally, in the third category of Assessment, students will choose one assessment and analyze the students who have been highlighted in the video they have chosen to upload into the portfolio. Student teachers will be required to submit three student work samples of this assessment (one student must have a specific learning need such as an Individualized Education Plan or be designated as an English Language Learner) along with their feedback to those students. Student teachers also submit a written commentary, addressing class performance on the assessment, how the feedback will help students, academic language and plans for future lessons.

North Carolina Implementation Plan:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>edTPA Statewide Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>Piloting required of all programs. EPPs must submit portfolios from 30% of teacher candidates for official national scoring.</td>
</tr>
<tr>
<td>2018-2019</td>
<td>EPPs must submit portfolios from 30% of teacher candidates for official national scoring. (scores will not count). Recommended scores are as follows: 38 for passing (all licensure areas based on 15 rubrics) and 48 for Highly Qualified (based on 15 rubrics).</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>North Carolina will set it passing scores for the three categories</td>
</tr>
<tr>
<td>2019-2020</td>
<td>edTPA will be required of all candidates (consequential with passing standard—students must meet the N.C. standard to be recommended for licensure OR the requirement in the state in which the student plans to teach)</td>
</tr>
</tbody>
</table>
For additional support students are encouraged to consider registering for EDU 4112 (1-4 credits) which will be offered in an online format during both semesters of student teaching. Each of the four credits will include a series of online modules designed to support the student as he/she completes the edTPA portfolio. Students may elect to register for the number of credit hours which will best meet their needs. The EDU 4112 course will include the following components:

- Module 1: edTPA Overview/Academic Knowledge (1 CR)
- Module 2: Planning (Will include samples of exemplar lesson segments) (1 CR)
- Module 3: Instruction (Will include Video Samples) (1 CR)
- Module 4: Assessment (Will include sample “exemplar” commentaries (1 CR)

**Evaluation Process of Student Teaching**

The **Candidate Internship Evaluation Form** is based on The *LEA/IHE Certification of Teaching Capacity* NC Professional Teaching Standards [NCPTS] and is the evaluative tool currently utilized by the School of Education for assessing the proficiency of student interns at midterm combined with the Council for the Accreditation of Educator Preparation [CAEP] Standard I. [INTASC Standards]. This instrument is administered during the student teaching semester at the mid-point of the semester (See Internship I and Internship II Handbook). During a formal mid-semester evaluation, the **Candidate Internship Form** will be used as a means of identifying any student in need of an intervention plan for the remainder of the student teaching internship. The instrument is scored at mid-semester using four ratings *(Accomplished = 4 points, Proficient=3 points; Developing=2 points; Emerging=1 point)* for each of the 23 items assessed *(Maximum points possible is 80)*. Students scoring 56 points or below would be recommended for an intervention plan. The intervention plan focuses on those areas rated by the university supervisor and cooperating teacher as falling in the *Emerging* category. Candidates on intervention plans may be expected to extend their student teaching internship if adequate progress is not demonstrated. **The LEA/IHE Certification of Teaching Capacity** is administered at the conclusion of student teaching. Candidates must score at the "Met" level on all items in order to be recommended for licensure. A copy of both referenced forms appears in the Appendix of the 2018-2019 Internship I/Internship II Handbook and is reviewed with student interns during the mandatory student teaching orientation session. Copies of this handbook may also be accessed through the School of Education’s website.
## Final Licensure Tests

<table>
<thead>
<tr>
<th>Licensure Areas</th>
<th>Tests Required</th>
<th>Test Code</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>Pearson-Foundations of Reading</td>
<td>090</td>
<td>229</td>
</tr>
<tr>
<td></td>
<td>CKT Math Subtest-Praxis OR Pearson-Mathematics Subtest</td>
<td>7813</td>
<td>150</td>
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<tr>
<td></td>
<td></td>
<td>203</td>
<td>227</td>
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<tr>
<td>Special Education-General Curriculum</td>
<td>Special Education: Core Knowledge Mild to Moderate Applications</td>
<td>5543</td>
<td>158</td>
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<tr>
<td></td>
<td>Pearson-Foundations of Reading</td>
<td>090</td>
<td>229</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td>203</td>
<td>227</td>
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<tr>
<td>Special Education-Adapted Curriculum</td>
<td>Special Education: Core Knowledge Severe to Profound Applications</td>
<td>5545</td>
<td>158</td>
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<tr>
<td></td>
<td>Fundamental Subjects: Content Knowledge</td>
<td>5511</td>
<td>148</td>
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<tr>
<td>Middle Grades</td>
<td>Middle School Language Arts</td>
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<td>Middle School Mathematics</td>
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<td>Middle School Science</td>
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<td>Middle School Social Studies</td>
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<td>Health/PE</td>
<td>Health and Physical Education: Content Knowledge</td>
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<td>Secondary Education</td>
<td>English Language Arts: Content Knowledge</td>
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<td>Mathematics: Content Knowledge</td>
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<td>Social Studies</td>
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<td>Biology</td>
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<td>Spanish K-12</td>
<td>Spanish: World Language</td>
<td>5195</td>
<td>168</td>
</tr>
<tr>
<td>NC Licensure Area</td>
<td>NC Testing Requirement</td>
<td>HPU Suggested Timeframe</td>
<td>HPU Content Connected Courses</td>
</tr>
<tr>
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<tr>
<td><strong>Elementary Education</strong></td>
<td>Pearson Foundations of Reading Test Must be passed to be recommended for licensure</td>
<td>After successful completion of content connected courses. <em>(Summer between Junior and Senior year for most students)</em></td>
<td><strong>EDU 3130</strong> Methods of Teaching Reading &amp; Writing in the Primary Grades K-2</td>
</tr>
<tr>
<td><strong>Elementary Education</strong></td>
<td>Pearson General Curriculum Test for NC Multi subject subtest * Must be passed to be recommended for licensure</td>
<td>After successful completion of content connected courses. <em>(Summer between Sophomore and Junior year for most students)</em></td>
<td><strong>BIO 1100</strong> Biology, <strong>HST 1201,1202, 1203, 2201 or 2235</strong> American History, <strong>PSC 2310</strong> American Politics, <strong>NSC 2200</strong> Earth Science or <strong>ENV 1100</strong> Environmental Science, <strong>ENG</strong> English Literature</td>
</tr>
<tr>
<td><strong>Elementary Education</strong></td>
<td>Pearson General Curriculum Test for NC Mathematics Subtest* Must be passed to be recommended for licensure</td>
<td>After successful completion of math methods and both required math courses. <em>(Summer between Junior year for most students)</em></td>
<td><strong>EDU 3233</strong> Methods of Teaching Math, <strong>MTH 1110 or higher</strong> Mathematical Ideas</td>
</tr>
<tr>
<td><strong>Special Education General Curriculum</strong></td>
<td>Pearson Foundations of Reading Test Must take in the first year of teaching</td>
<td>After successful completion of content connected courses. <em>(Summer between Junior and Senior year for most students)</em></td>
<td><strong>EDU 3130</strong> Methods of Teaching Reading &amp; Writing in the Primary Grades K-2, <strong>EDU 3243</strong> Struggling Readers and Writers</td>
</tr>
<tr>
<td><strong>Special Education General Curriculum</strong></td>
<td>Pearson General Curriculum Test for NC Multi subject subtest Must take in the first year of teaching</td>
<td>After successful completion of content connected courses. <em>(Summer between Sophomore and Junior year for most students)</em></td>
<td><strong>BIO 1100</strong> Biology, <strong>BIO1399</strong> Biological Principles, <strong>CHM1000</strong> The World of Chemistry, <strong>CHM1010</strong> General Chemistry I, <strong>NSC 2200</strong> Earth Science, <strong>ENV1110</strong> Environmental Science, OR <strong>PHY1510</strong> General Physics</td>
</tr>
</tbody>
</table>

*The cost of taking subject subtests separately is higher than if taken simultaneously. Students may choose to take the two subtests at the same time; summer or winter break as indicated.*
<table>
<thead>
<tr>
<th>Specialty Area</th>
<th>Prerequisite Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education General Curriculum</td>
<td>After successful completion of both required math courses and math content connected course. (Winter Break Senior year)</td>
</tr>
<tr>
<td>Special Education General Curriculum</td>
<td>MTH 1110 or higher</td>
</tr>
<tr>
<td>Special Education General Curriculum</td>
<td>MTH 2010 Mathematical Ideas</td>
</tr>
<tr>
<td>Special Education General Curriculum</td>
<td>EDU 4140 Methods of Teaching Math/Science to Students with Disabilities</td>
</tr>
<tr>
<td>Special Education Adapated Curriculum</td>
<td>After successful completion content connected courses. (Summer between Junior and Senior year for most students)</td>
</tr>
<tr>
<td>Special Education Adapated Curriculum</td>
<td>EDU 3140 /3240 Policies/Procedures</td>
</tr>
<tr>
<td>Special Education Adapated Curriculum</td>
<td>EDU 3244 Teaching and Learning Strategies Practicum</td>
</tr>
<tr>
<td>Special Education Adapated Curriculum</td>
<td>EDU 3244 Teaching and Learning Strategies Practicum</td>
</tr>
<tr>
<td>Special Education Adapated Curriculum</td>
<td>EDU 3290 Systematic Instruction for Students with Moderate to Severe Disabilities</td>
</tr>
<tr>
<td>Special Education Adapated Curriculum</td>
<td>EDU 4290 Methods of Teaching Adapted Curriculum</td>
</tr>
<tr>
<td>Elementary Education Majors with Special Education Minor (Seeking Special Education licensure)</td>
<td>After successful completion of content connected courses. (Senior year for most students)</td>
</tr>
<tr>
<td>Elementary Education Majors with Special Education Minor (Seeking Special Education licensure)</td>
<td>EDU 3140 Policies/Procedures</td>
</tr>
<tr>
<td>Elementary Education Majors with Special Education Minor (Seeking Special Education licensure)</td>
<td>EDU 3244 Teaching and Learning Strategies Practicum</td>
</tr>
<tr>
<td>Elementary Education Majors with Special Education Minor (Seeking Special Education licensure)</td>
<td>EDU 3243 or EDU 4141 Struggling Readers and Writers or Instructional Strategies in the Content Areas for Secondary Students with Disabilities</td>
</tr>
</tbody>
</table>
Filing for the N.C. Teaching License:

Candidates are recommended for Standard Professional I level licensure by the Division of Teacher Education of the North Carolina Department of Public Instruction when the following criteria have been met:

1. Successful completion of the student teaching internship. A recommendation for initial licensure requires endorsements by the university and local school district. (Form LEA/IHE Certification of Teaching Capacity)
2. Completion of all degree requirements.
3. Passing scores on the required licensure exam(s) based on the licensing area.
4. Candidate’s completion of the online, NCDPI licensure application. Test scores and official transcripts showing a conferred degree is required and all fees must be paid.

Filing for Additional Licenses:

The State Department of Public Instruction allows candidates who hold a clear initial teaching license to add additional licenses by passing the required exam(s) in the additional teaching areas. It is the policy of the School of Education that unless the candidate has completed the approved program of study leading to licensure in the additional area through High Point University, recommendations for the add-on license will not be made. Those who wish to initiate this process should submit the necessary documentation and fees to the State Department of Public Instruction himself/herself (via the online application system).
## ASSESSMENT GATEWAYS

School of Education
Teacher Education Licensure Candidates

<table>
<thead>
<tr>
<th>Gateway #1: Admission to EPP Program</th>
<th>Component Assessed</th>
<th>Measure</th>
<th>When</th>
<th>Process</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Knowledge/Skills</td>
<td>PPST/ACT/SAT</td>
<td>At Application for Admission</td>
<td>Data collected in the School of Education</td>
<td>Passing Scores or Composite of 468 on Praxis I Core Academic exam (reading, writing, and math) Score of 550 or higher (Verbal or Math) Combined SAT of 1100 Or 24 on ACT 24 in English or Math</td>
<td></td>
</tr>
<tr>
<td>Basic Knowledge/Skills</td>
<td>Overall GPA at time of Admission</td>
<td>Freshman/Sophomore</td>
<td>Transcript compiled with other documentation for admission</td>
<td>2.75 or Higher (entering freshman fall 2012) 3.0 or higher (entering freshman fall 2014)</td>
<td></td>
</tr>
<tr>
<td>Basic Knowledge/Skills</td>
<td>GPA in supporting core courses: MTH 2210/BIO 1100/NSC 2100/NSC 2200; ENG 1103/PSC 2310/HST 1201/1202/ BIO 1120 if H/PE PSY 2000</td>
<td>Freshman/Sophomore</td>
<td>Transcript compiled with other documentation for admission</td>
<td>Grade of C or higher in all required supporting courses for the major/licensure area.</td>
<td></td>
</tr>
<tr>
<td>Pre-Professional Knowledge/Skills</td>
<td>GPA in EDU 2100/2110/2200</td>
<td>*At Application for Admission</td>
<td>Transcript compiled with other</td>
<td>2.75 or Higher in EDU 2100/2110/2200</td>
<td></td>
</tr>
<tr>
<td>Pre-Professional Knowledge/Skills/Dispositions</td>
<td>Field Experiences Evaluation in EDU 1200/2100/2200</td>
<td>*At Application for Admission</td>
<td>Transcript compiled with other documentation for admission</td>
<td>Grade of C or higher in EDU 1200/2100/2200</td>
<td></td>
</tr>
<tr>
<td>Dispositions</td>
<td>Disposition Evaluation Scale</td>
<td>During EDU 2200 (Spring Sophomore Year)</td>
<td>Faculty teaching EDU 2200 submit Disposition score by the end of the spring semester</td>
<td>Score of 45 or higher needed based on sophomore norms (max=60 points)</td>
<td></td>
</tr>
<tr>
<td>Dispositions</td>
<td>Interview</td>
<td>During semester of admission to Teacher Education</td>
<td>Only required if Disposition score is below 58.</td>
<td>Passing Interview (At Standard/Recommended)</td>
<td></td>
</tr>
<tr>
<td>Dispositions</td>
<td>Criminal Background Check</td>
<td>During semester of admission to Teacher Education</td>
<td>Through Field Experience in EDU 2100 or TRAK-I (HR Office at HPU)</td>
<td>Must be clear for Full Admission or Explanation provided by student for all offenses except for misdemeanors traffic and denial of admission for felonies or for offenses that would prevent future employment or access to the schools.</td>
<td></td>
</tr>
<tr>
<td>Dispositions</td>
<td>Student Life Conduct Report</td>
<td>During semester of admission to Teacher Education</td>
<td>Request report from Student Life</td>
<td>Patterns of conduct violations are noted. Explanations required for persistent conduct violations through interview with Associate</td>
<td></td>
</tr>
</tbody>
</table>

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Dispositions | Letter of Recommendation | At the time of application to the Teacher Education Program | Submitted to Foliotek along with the application | Dean. Students are flagged and monitored.

*Typically Candidates are recommended for admission to the Educator Preparation Program pending successful completion of all 2000 level coursework requirements. The application process usually occurs in March and final transcript evaluations for candidates are not available until May.

<table>
<thead>
<tr>
<th>Gateway #2: Junior Year Review</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Component Assessed</td>
<td>Measure</td>
<td>When</td>
<td>Process</td>
<td>Criteria</td>
</tr>
<tr>
<td>Basic Knowledge/Skills</td>
<td>GPA</td>
<td>May of Junior Year</td>
<td>Transcript reviewed by Program Coordinator (Elementary/Special/MGE/Secondary/Health/PE for the Junior Year Review)</td>
<td>2.75 (entering class of 2012) 3.0 or Higher (entering class of 2014)</td>
</tr>
<tr>
<td>Depth of Content Knowledge</td>
<td>Depth and Application Project (Electronic Evidence #2)</td>
<td>During EDU 3231/3280</td>
<td>Description: Students must analyze, synthesize, and explore, in depth, a content topic/problem related to their content area. It is a graded assignment in EDU 3231: Principles of Integrated Instruction or EDU 3280: Literacy in the Curriculum or EDU 3243: Struggling Readers and Writers. Depth and Application Evaluation Rubric has been developed. Students must demonstrate a Proficiency rating on all indicators which have been aligned to the N.C. Professional Teaching Standards (80%). Rubrics are available for view on the School of Education website.</td>
<td></td>
</tr>
</tbody>
</table>
**Evaluation:** The Depth and Application project will be evaluated by course instructors (40%), content instructors from the School of Education or the College of Arts and Sciences (50%) and the student’s peers (10%). Students scoring below “Proficiency” will be flagged during the JYR. Demonstration of proficiency in depth of content is a prerequisite for admission into methods courses.

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Criminal Background Check</th>
<th>During spring semester of the junior year</th>
<th>Repeated through TRAK-I (HR Office at HPU)</th>
<th>Must be clear or flagged during Junior Year Review. A student flagged during JYR must meet with the Associate Dean and develop an intervention plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispositions</td>
<td>Student Life Conduct Report</td>
<td>During spring semester of the junior year</td>
<td>Request report from Student Life</td>
<td>Patterns of conduct violations are noted. Explanations required for persistent conduct violations through meeting with Associate Dean.</td>
</tr>
<tr>
<td>Dispositions</td>
<td>Disposition Evaluation Scale</td>
<td>During spring semester of the junior year (EDU 3231/3280)</td>
<td>Faculty teaching EDU 3231, 3243 or 3280 submit Disposition score by end of the semester</td>
<td>Score of 50 or higher needed based on maximum of 60 points.</td>
</tr>
<tr>
<td>Knowledge/Skills/Dispositions</td>
<td>Junior Year Review: Readiness for</td>
<td>May of Junior Year</td>
<td>Program coordinator presents results of each</td>
<td>The Junior Year Review Rubric scoring</td>
</tr>
</tbody>
</table>

**Knowledge/Skills/Dispositions**
| Methods/Student Teaching | Teaching candidate’s file for the above information to SOE faculty during May Marathon | criteria include three levels of preparation: Emerging/Developing, Proficient and Accomplished. Emerging/Developing indicates the candidate has a deficiency. Proficient indicates the candidate meets the required expectation at this point in the program. Accomplished indicates the candidate has excelled in the required criteria. Points attached to the levels of preparation are: Emerging/Developing = 1, Proficient = 2, Accomplished = 3. A score of 1 in a category requires notification in writing of concern. A conference with the Associate Dean is required if the score is below 14 or more than one category is marked as a 1. If the score of 1 is in the
<p>| disposition or Conduct/Criminal Background check criteria, a conference is required without consideration of the total score. |</p>
<table>
<thead>
<tr>
<th>Gateway #3: Exit from Integrated Methods Blocks</th>
</tr>
</thead>
</table>
| **Knowledge/Skills** | **Teaching of Two Lesson Plans from the Literacy Infused Curriculum Unit.** | **Senior Integrated Methods Block**  
EDU 4131/32/33/34/4110 or  
EDU 4140/4150/4144/4008 or  
EDU 4150/4154/4009 or EDU 4160/61/62/63/64/4009 or  
EDU 4171/72/33/74/4009 | **During the senior level integrated methods block**  
students must demonstrate that they can successfully use and fuse literacy, technology, and content area instructional strategies and materials to plan and implement a comprehensive unit for one grade level/subject. Five (5) lesson plans must be developed to form a cohesive unit which evidences the purposeful integration of relevant goals and objectives including Instructional Modifications, and Differentiated Strategies for Diverse Learners.  
 Students must earn a score of 30 points *(Proficiency)* or higher on the *Literacy Infused Curriculum Project Rubric* *(maximum points =45)* which has been aligned to the N.C. Professional Teaching Standards. Any student earning a score of 29 or below *(Emerging/Developing)* will be required to register for EDU 4111 to continue to work on the project until it reaches proficiency.  
Students are required to **teach a minimum of two of the 5 lesson plans** from the Literacy-Infused  
Observation are evaluated using the 36-item *RUBRIC for Internship Formal Observations* and |
<table>
<thead>
<tr>
<th>Pedagogical Knowledge/Skills</th>
<th>Progress Monitoring Assignment</th>
<th>EDU 4008/4009/4110</th>
<th>Curriculum Unit (EE#3). One must be observed directly by the university supervisor, the second lesson may be videotaped and evaluated by the university supervisor. Categories focusing on Learners and Learning, Content Knowledge, Instructional Performance, and Professional Responsibility are targeted in this Internship Observation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 4150/4154/4009 or EDU 4160/61/62/63/64/4009 or EDU 4171/72/33/74/4009</td>
<td><strong>Impact on P-12 Learning Checklist.</strong> The rubric score earned by the student becomes part of the overall Working Portfolio-I collection of artifacts used to evaluate the Internship-I experience. Students should strive for a Proficiency rating on the rubric which corresponds to a score of 86-97 points out of a total possible points of 108.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Progress Monitoring Assignment highlights the role technology plays in formative and summative assessment and prepares students to complete Electronic Evidence 5 in the following semester. Students use the assessments created for their lessons from their Curriculum-Infused unit. After students teach their lessons from</td>
<td>The <strong>Progress Monitoring Project Rubric</strong> evaluates the spreadsheet of data, the presentation, and the recommendations generated by the student as a result of the data monitoring. A total of 9 points using Emerging/Developing, Proficient, or Accomplished ratings will determine the final score. The final</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedagogical Knowledge/Skills</td>
<td>Reflection of the two lessons taught from the Literacy Infused Curriculum Unit.</td>
<td>EDU 4134/44/54/64/74 and Senior Methods Block</td>
<td>the unit they collect assessment data and report their findings along with “next steps” for teaching.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Knowledge/Skills/Dispositions</td>
<td>Leadership &amp; Collaboration Project (Electronic Evidence #6)</td>
<td>EDU 3100</td>
<td>Students complete a reflection following each of the two lessons taught that focuses on Learners and Learning, Content Knowledge, Instructional Performance, and Professional Responsibility. These reflections are evaluated by the university supervisor using the Reflection Rubric.</td>
</tr>
</tbody>
</table>

Students must earn a score of 14 points (Proficiency) or higher on the *Leadership and Collaboration Rubric* (maximum points =21).
AYP data, and thoroughly analyzing the School Improvement Plan (SIP) in order to develop a profile of the school. Based on the analysis of collected data, a proposed action plan for the school will be developed. The action plan and the summary/reflection is presented to professional colleagues at both the school and university level. Students who have elected to enroll in the Service Learning section of EDU 3100 can implement the leadership and collaboration action plan during Internship-II. Any student earning a score of 13 or below (Emerging/Developing) will be required to register for EDU 4111 to continue to work on the project until it reaches proficiency.

| Professional Development Plan | EDU 4134/44/54/64/74 and Senior Methods Block | Based on feedback from cooperating teachers and university supervisors along with performance data and reflections, students develop a Professional Development Plan at The PDP will be evaluated by the university supervisor using the Professional Development Plan Rubric. The PDP and PDP Rubric will be reviewed by the |
### Knowledge/Skills/Dispositions

| Knowledge/Skills/Dispositions | Candidate Internship Evaluation | Senior Integrated Methods Block EDU 4131/32/33/34/4110 or EDU 4140/4150/4144/4008 or EDU 4150/4154/4009 or EDU 4160/61/62/63/64/4009 or EDU 4171/72/33/74/4009 | The conclusion if Internship I which will outline areas of needed improvement, goals, objectives and anticipated timeline for making progress. The plan will be used by the intern to target areas of needed growth during Internship II. The Candidate Internship Evaluation Form is used by university supervisors to assess a student’s performance at the end of Internship I and again at the midterm of Internship II. The Candidate Internship Evaluation Form uses the four-point scale that ranges from Emerging (identifies, acknowledges but does not yet practice), Developing (Shows understanding and movement toward proficiency but not practiced on a regular basis), Proficient (Engages in, uses, demonstrates, participates, moving toward accomplished), and Accomplished (Well above standard, shows strength and has internalized expectations so that university supervisor for Internship II at the start of the student teaching experience. |
delivery is fluid and natural). Scoring during Internship I requires the student to repeat 4134/44/54/64/74 if the total score is 56 points or below (C-) out of a maximum total points possible of 80. The final grading for Internship I uses the Candidate Internship Evaluation Form as a means of assigning the candidate an A for the course if the points range from 72-80 points, a B if the points range from 64-71, and a C if the candidate earns 56-63 points.
### Gateway #4: Exit from Student Teaching

<table>
<thead>
<tr>
<th>Component Assessed</th>
<th>Measure</th>
<th>When</th>
<th>Process</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Skills/Dispositions</td>
<td>RUBRIC for Internship Formal Observations and the Impact on P-12 Students Checklist Reflection Rubric</td>
<td>Prior to the mid-point of the semester (week prior to fall or spring break).</td>
<td>Students are required to have at least one formal observation using the <em>RUBRIC for Internship Formal Observations</em> and the <em>Impact on P-12 Students Checklist</em> prior to the mid-point of the semester. All interns are required to complete a reflection following the formal observation and assessment of impact of P-12 students using the <em>Reflection Rubric</em>.</td>
<td>Students should strive for a <em>Proficiency</em> rating on the rubric which corresponds to a score of 86-97 points out of a total possible points of 108.</td>
</tr>
<tr>
<td>Knowledge/Skills/Dispositions</td>
<td>Candidate Internship Midterm Evaluation</td>
<td>Mid-Point of Semester</td>
<td>The <em>Candidate Internship Evaluation Form</em> is used by university supervisors to assess a student’s performance at the end of Internship I and again at the midterm of Internship II. Items on the <em>Candidate Internship Evaluation Form</em> are clustered in categories including Professionalism,</td>
<td>Any intern scoring at 56 or below points for the midterm evaluation will be required to develop an intervention plan that will address those areas of concern outlined during the midterm evaluation. Interns with an intervention plan will be required to have a least one additional</td>
</tr>
<tr>
<td>Knowledge/Skills/Dispositions</td>
<td>Using Data to Assess Student Learning (EE#5)</td>
<td>EDU 4166/4566: At the conclusion of the semester</td>
<td>Classroom Climate/Culture, Instruction, Content Knowledge, Evaluation/Assessment, and Impact on P-12 Student Learning. formal observation using the RUBRIC for Internship Formal Observations and the Impact on P-12 Students Checklist. The EPP will extend student teaching in the event that the candidate does not make adequate progress on the intervention plan during the second half of the Internship-II experience. This project is designed to assess the student’s proficiency in planning formative and summative assessments that align with a unit that the student will be teaching during Internship-II (student teaching). The student develops an assessment plan that illustrates his/her ability to think about and plan ahead for daily informal assessment and the instructional changes that are made by the Students must earn a score of 20 points (Proficiency) or higher on the Using Data to Assess Student Learning Project Rubric (maximum points =26) which has been aligned to the N.C. Professional Teaching Standards. Any student earning a score of 19 or below (Emerging/Developing) will be required to register for EDU 4111 to continue to work on</td>
<td></td>
</tr>
</tbody>
</table>
student based on the results. Data that has been collected on P-12 students from the informal, formative and summative assessments should be used to make instructional improvements which include the specific plans or strategies which will be used to meet the needs of all learners in the classroom. Students also must complete the N.C. Falcon online assessment modules for certification as a requirement of this project.

| Knowledge/Skills/Dispositions | LEA/IHE Certification of Teaching Capacity | Final Conference at End of Semester | University Supervisor and Cooperating Teacher complete the performance evaluation and provide feedback during a formal final conference. The University Supervisor is responsible for recording the grade. The Cooperating Teacher is responsible for the LEA/IHE Certification of Teaching Capacity is administered at the conclusion of student teaching. Students must score at the "Met" level on all items in order to receive a grade of “P” (Passing) for the EDU 4230, 4240, 4250, 4260.
for the “Student Teaching/Interning Performance 4260, 4270 experience and subsequently be recommended for licensure. Candidates who were recommended for an intervention plan at mid-semester or who marginally met all standards will be recommended for the New Teacher Support Group during their first year of teaching.

<table>
<thead>
<tr>
<th>Gateway #5: Program Completion</th>
<th>Knowledge/Skills</th>
<th>GPA</th>
<th>Completion of Program</th>
<th>Final Transcript verification required for graduation For Secondary/MGE/Special Subjects at least 24 semester hours of coursework relevant to the specialty area. 2.75 or higher 3.0 beginning with class of 2014-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Skills</td>
<td>Completion of all Required Electronic Evidences</td>
<td>Completion of Program</td>
<td>Students must successfully upload completed Electronic Evidences #2, #3, #5, and #6 during their progression in the teacher education</td>
<td>Uploaded evidences are stored in the Foliotek data management system as a requirement by the N.C. State Department</td>
</tr>
</tbody>
</table>
Evidences are aligned to specific courses and evaluations of these projects must demonstrate the student’s “proficiency” in the knowledge and skills defined in the N.C. Professional Teaching Standards. Uploaded evidences of Public Instruction for licensure. Demonstration of proficiency in all Electronic Evidences is a requirement for licensure eligibility.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Pearson Foundations of Reading and General Curriculum Subtests (Math and Multi-subjects (Elementary and Special Education))</th>
<th>During last semester of program</th>
<th>Scores are verified.</th>
<th>Must meet state passing score and is a requirement for licensure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Praxis II Specialty Exam (Special Education, Middle Grades, Secondary, Health/PE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge/Skills/Dispositions</td>
<td>Program Evaluation by Student Teachers survey</td>
<td>Final seminar of the student teaching internship experience</td>
<td>Students provide information on overall preparation and strengths/weaknesses of the educator preparation program.</td>
<td>Completion of the Program Evaluation survey is required as a final assignment in EDU 4230/4240/4250/4260/4270. Results are reviewed by the Dean annually to assess program effectiveness and need for improvement in various areas.</td>
</tr>
<tr>
<td>Knowledge/Skills/Dispositions</td>
<td>Teacher Candidate Evaluation of Cooperating Teacher</td>
<td>Final seminar of the student teaching internship experience</td>
<td>Students provide information on the internship experience, site, and cooperating teacher.</td>
<td>Completion of the Teacher Candidate Evaluation of Cooperating Teacher is required as a final assignment in EDU 4230/4240/4250/4260/4270. Results are reviewed by the Dean annually to assess the need changes in internship experiences or cooperating teachers.</td>
</tr>
<tr>
<td>Knowledge/Skills/Dispositions</td>
<td>Employment</td>
<td>Program Completion</td>
<td>Successful Interview and Employment</td>
<td>Criteria set by LEA’s</td>
</tr>
<tr>
<td>Gateway #6: Candidate Performance in the Field</td>
<td>Knowledge/Skills/Dispositions</td>
<td>After first and second year of teaching</td>
<td>The Educator Preparation Program surveys principals who have employed graduates in their first and second year of teaching. These ILT (Initiately Licensed Teachers) are evaluated for classroom discipline skills, instructional planning, collaboration, disposition, and overall effectiveness.</td>
<td>The Survey to Elementary/Middle/Secondary Principals results are reviewed by the Dean annually to assess program effectiveness and need for improvement in various areas.</td>
</tr>
<tr>
<td>Knowledge/Skills/Dispositions</td>
<td>Survey to Elementary/Middle/Secondary Principals</td>
<td>After first and second year of teaching</td>
<td>The Educator Preparation Program surveys program completers in their first and second year of teaching to evaluate their perceptions of teaching success in classroom discipline, instructional planning, collaboration, disposition, and overall effectiveness as related to the educator preparation program.</td>
<td>The Survey for Graduates of Elementary/Middle/Secondary results are reviewed by the Dean annually to assess program effectiveness and need for improvement in various areas.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Knowledge/Skills/Dispositions</th>
<th>P-12 Student Impact</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The School of Education requests that at exit from the program, students sign an agreement that they will provide the EPP with ongoing “value-added” data or information about P-12 student performance. Through the use of social networking the EPP continues to interact with program completers and offers a Mentor Teacher Program for newly employed students in year 1 and 2 of teaching.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Value-Added data reports are provided by students. Other measures of P-12 performance are also requested. The School of Education uses this data to evaluate the teacher education programs.</td>
</tr>
</tbody>
</table>
## Assessment System Gateways

**Master of Arts in Teaching (MAT)**

<table>
<thead>
<tr>
<th>Gateway #1: Admission to the MAT Graduate Program: Phase I</th>
</tr>
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<tr>
<th>Component Assessed</th>
<th>Measure</th>
<th>When</th>
<th>Process</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Knowledge/Skills</td>
<td>GPA (Undergraduate Transcript)</td>
<td>At Application for Admission</td>
<td>Transcript compiled with other documentation for admission</td>
<td>3.0 or Higher</td>
</tr>
<tr>
<td>Knowledge/Skills</td>
<td>Curriculum Vitae</td>
<td>At Application for Admission</td>
<td>Vitae compiled with other documentation for admission</td>
<td>Current NC License in Teaching or other related area is required</td>
</tr>
<tr>
<td>Dispositions</td>
<td>Professional Recommendation</td>
<td>At Application for Admission</td>
<td>Recommendation compiled with other documentation for admission</td>
<td>Positive professional recommendation required</td>
</tr>
<tr>
<td>Knowledge/Skills/Dispositions</td>
<td>Application Essay</td>
<td>At Application for Admission</td>
<td>Reviewed by the Program Director of the Graduate Studies Program</td>
<td>Assessed on a scale of 1-3 for Writing Mechanics, Relevance/Focus, and Depth/Rigor</td>
</tr>
<tr>
<td>Basic Knowledge/Skills</td>
<td>PPST</td>
<td>At Application for Admission (If UG GPA is lower than 3.0)</td>
<td>Data collected in the School of Education</td>
<td>Passing Scores or Composite of 468 on Praxis I Core Academic exam (reading, writing, and math)</td>
</tr>
<tr>
<td>*Basic Knowledge/Skills</td>
<td>GRE/MAT</td>
<td>At Application for Admission (If UG GPA is lower than 3.0)</td>
<td>Data collected in the School of Education</td>
<td>MAT: 380 (30) GRE: 800 (V+Q)</td>
</tr>
</tbody>
</table>

*Candidates applying to the MAT Program with undergraduate GPA’s of lower than 3.0 may elect to take 2000 level undergraduate education courses to replace the GRE/MAT requirement. A 3.0 or higher in 2000 level education courses will be accepted in place of the GRE/MAT. Candidates must consult with the Dean of the School of Education if this option is to be used as a substitute for the GRE/MAT requirement.*
<table>
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<tr>
<th>Component Assessed</th>
<th>Measure</th>
<th>When</th>
<th>Process</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>Knowledge/Skills</td>
<td>Literacy Infused Curriculum Project</td>
<td>EDU 5133/ EDU 5229 or EDU 5160/EDU 5229</td>
<td>MAT candidates must demonstrate that they can successfully use and fuse literacy, technology, and content area instructional strategies and materials to plan and implement a comprehensive unit for one grade level/subject. Five (5) lesson plans must be developed to form a cohesive unit including Instructional Modifications, and Differentiated Strategies for Diverse Learners.</td>
<td>Candidates must earn a score of 30 points (Proficiency) or higher on the <strong>Literacy Infused Curriculum Project Rubric</strong> (maximum points =45) which has been aligned to the N.C. Professional Teaching Standards. Any student earning a score of 29 or below (Emerging/Developing) will be required to register for EDU 5199: Evidence Continuation to continue to work on the project until it reaches proficiency.</td>
</tr>
<tr>
<td>Knowledge/Skills</td>
<td>Teaching of Two Lesson Plans from the Literacy Infused Curriculum Unit.</td>
<td>EDU 5229</td>
<td>Candidates are required to <strong>teach a minimum of one of the 5 lesson plans</strong> from the Curriculum Unit. One must be observed directly by the university supervisor, the second lesson may be videotaped and evaluated by the university supervisor. Categories focusing on Learners and Learning, Content Knowledge, Instructional Performance, and Professional</td>
<td>Observations are evaluated using the 36-item <strong>RUBRIC for Internship Formal Observations and Impact on P-12 Learning Checklist</strong>. Candidates should strive for a <strong>Proficiency</strong> rating on the rubric which corresponds to a score of 86-97 points out of a total possible points of 108.</td>
</tr>
<tr>
<td>Pedagogical Knowledge/Skills</td>
<td>Reflection of the two lessons taught from the Curriculum Unit.</td>
<td>EDU 5133/ EDU 5229 or EDU 5160/EDU 5229</td>
<td>Responsibility are targeted in this Internship Observation.</td>
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<td>Candidates complete a reflection following the lesson taught that focuses on Learners and Learning, Content Knowledge, Instructional Performance, and Professional Responsibility. This reflection is evaluated by the university supervisor using the Reflection Rubric.</td>
<td>The rubric score earned by the candidate becomes part of the overall collection of artifacts used to evaluate the EDU 5229 experience. Students should demonstrate a Proficiency rating on the Reflection Rubric (a score of 15-18 points out of a possible 24). Feedback should be used by the candidate to develop the Professional Growth Plan.</td>
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<tr>
<th>Knowledge/Skills/Dispositions</th>
<th>Leadership &amp; Collaboration Project</th>
<th>EDU 5050</th>
<th>During Classroom Organization and Management candidates select the elementary or secondary school that will eventually serve as the site for EDU 5229 and analyze current information by evaluating the school's website, reviewing the school report card and AYP data, and thoroughly analyzing the School Improvement Plan (SIP) in order to develop a profile of the school. Based on the analysis of collected data, a</th>
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<td></td>
<td>Students must earn a score of 14 points (Proficiency) or higher on the Leadership and Collaboration Rubric (maximum points =21) which has been aligned to the N.C. Professional Teaching Standards. Any student earning a score of 13 or below (Emerging/Developing) will be required to register for EDU 5199 to continue to work on the project until it reaches proficiency.</td>
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A proposed action plan for the school in the area of improved school discipline, school climate or whole school-wide positive support will be developed. Specific plans for collaborating and leading a school to implement the proposed action plan is required.

| Knowledge/Skills/Dispositions | Professional Growth Plan | EDU 5229 | Based on feedback from the cooperating teacher and university supervisors in EDU 5229 along with performance data and reflections, MAT candidates develop a Professional Development Plan which will outline areas of needed improvement, goals, objectives and anticipated timeline for making progress. The plan will be used to target areas of needed growth during EDU 5230: Clinical Internship in Elementary Education or EDU 5261: Clinical Internship in Secondary Mathematics. The PDP will be evaluated by the university supervisor using the Professional Development Plan Rubric. The PDP and PDP Rubric will be reviewed by the university supervisor in EDU 5230 or EDU 5261 at the start of the clinical internship. |
### Knowledge/Skills/Dispositions

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<tr>
<th>Component Assessed</th>
<th>Measure</th>
<th>When</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>Gateway #3: Exit From Student Teaching</td>
<td>RUBRIC for Internship Formal Observations and the Impact on P-12 Students Checklist</td>
<td>Prior to the mid-point of the semester (week prior to fall or spring break).</td>
<td>Candidates are required to have at least one formal observation using the <strong>RUBRIC for Internship Formal Observations</strong> and the <strong>Impact on P-12 Students Checklist</strong> prior to the mid-point of the semester. All interns are required to complete a reflection following the formal observation and assessment of impact of P-12 students using the <strong>Reflection Rubric</strong>.</td>
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The **Candidate Internship Evaluation Form** is used by university supervisors to assess a student’s performance at the end of EDU 5229 and again at the midterm of EDU 5230 or EDU 5261.

The **Candidate Internship Evaluation Form** uses the four-point scale that ranges from **Emerging**, **Developing**, **Proficient**, and **Accomplished** (maximum total points is 80). Final grading for EDU 5229 uses the **Candidate Internship Evaluation Form** as a means of assigning the candidate an A for the course if the points range from 72-80 points, a B if the points range from 64-71, and a C if the candidate earns 56-63 points.
| Knowledge/Skills/Dispositions | Candidate Internship Midterm Evaluation | Mid-Point of Semester | The Candidate Internship Evaluation Form is used by university supervisors to assess a student’s performance at the end of EDU 5299 and again at the midterm of EDU 5230/5261. Items on the Candidate Internship Evaluation Form are clustered in categories including Professionalism, Classroom Climate/Culture, Instruction, Content Knowledge, Evaluation/Assessment, and Impact on P-12 Student Learning. Any intern scoring at 56 or below points for the midterm evaluation will be required to develop an intervention plan that will address those areas of concern outlined during the midterm evaluation. Interns with an intervention plan will be required to have at least one additional formal observation using the RUBRIC for Internship Formal Observations and the Impact on P-12 Students Checklist. The EPP will extend student teaching in the event that the candidate does not make adequate progress on the intervention plan during the second half of EDU 5230/5261. |
| Knowledge/Skills/Dispositions | Using Data to Assess Student Learning | EDU 5166: Using Data to Make Instructional Improvement | This project is designed to assess the candidate’s proficiency in planning formative and summative assessments that align with a unit that the candidate will be teaching during EDU 5230/5261. The candidate develops an assessment plan that illustrates his/her ability to think about and plan | Candidate’s must earn a score of 20 points (Proficiency) or higher on the Using Data to Assess Student Learning Project Rubric (maximum points =26) which has been aligned to the N.C. Professional Teaching Standards. Any student earning a score of 19 or |
ahead for daily informal assessment and the instructional changes that are made by the student based on the results. Data that has been collected on P-12 students from the informal, formative and summative assessments should be used to make instructional improvements which include the specific plans or strategies which will be used to meet the needs of all learners in the classroom. Students also must complete the N.C. Falcon online assessment modules for certification as a requirement of this project.

<p>| Knowledge/Skills/Dispositions | LEA/IHE Certification of Teaching Capacity | Final Conference at End of Semester | University Supervisor and Cooperating Teacher complete the performance evaluation and provide feedback during a formal final conference. The University Supervisor is responsible for recording the grade. The Cooperating Teacher is responsible for the “Student Teaching/Interning Performance” | The <strong>LEA/IHE Certification of Teaching Capacity</strong> is administered at the conclusion of the clinical internship. Candidates must score at the &quot;Met&quot; level on all items in order to receive a grade of “P” (Passing) for the EDU 5230 or 5261. |</p>
<table>
<thead>
<tr>
<th>Knowledge/Skills</th>
<th>GPA</th>
<th>Completion of Phase I</th>
<th>Final Transcript verification required for licensure</th>
<th>3.0 or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Skills</td>
<td></td>
<td></td>
<td>Candidates must successfully upload completed Electronic Evidences #2, #3, #5, and #6 during their progression in the MAT program. Evidences are aligned to specific courses and evaluations of these projects must demonstrate the candidate’s “proficiency” in the knowledge and skills defined in the N.C. Professional Teaching Standards.</td>
<td>Uploaded evidences are stored in the Foliotek data management system and submitted to the N.C. State Department of Public Instruction for licensure. Demonstration of proficiency in all Electronic Evidences is a requirement for licensure eligibility.</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>Pearson Foundations of Reading and General Curriculum Subtests (Math and Multi-subjects (Elementary))</td>
<td>During last semester of program</td>
<td>Scores are verified.</td>
<td>Must meet state passing score and is a requirement for licensure</td>
</tr>
<tr>
<td>Knowledge/Skills/Dispositions</td>
<td>Program Evaluation by Student Teachers survey</td>
<td>Final seminar of the student teaching internship experience</td>
<td>MAT candidates provide information on overall preparation and strengths/weaknesses of the educator preparation program.</td>
<td>Completion of the Program Evaluation survey is required as a final assignment in EDU 5230/5261. Results are reviewed by the Dean annually to assess program effectiveness and need for improvement in various areas.</td>
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<tr>
<td>Knowledge/Skills/Dispositions</td>
<td>Teacher Candidate Evaluation of Cooperating Teacher</td>
<td>Final seminar of the student teaching internship experience</td>
<td>MAT candidates provide information on the internship experience, site, and cooperating teacher.</td>
<td>Completion of the Teacher Candidate Evaluation of Cooperating Teacher is required as a final assignment in EDU 5230/5261. Results are reviewed by the Dean annually to assess the need changes in internship experiences or cooperating teachers.</td>
</tr>
<tr>
<td>Knowledge/Skills/Dispositions</td>
<td>Employment</td>
<td>Program Completion</td>
<td>Successful Interview and Employment</td>
<td>Criteria set by LEA’s Job Status Report completed annually by the School of Education</td>
</tr>
</tbody>
</table>
### Gateway #5: Admission to Candidacy: Phase II

<table>
<thead>
<tr>
<th>Component Assessed</th>
<th>Measure</th>
<th>When</th>
<th>Process</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Knowledge/Skills</td>
<td>GPA (Transcript of completed coursework from Phase I)</td>
<td>At Application for Admission to Phase II</td>
<td>Transcript compiled with other documentation for admission to Phase II</td>
<td>3.0 or Higher. No deficiencies or academic probation at time of application.</td>
</tr>
<tr>
<td>Content/Pedagogical</td>
<td>Pearson Foundations of Reading and General Curriculum Subtests (Math and Multi-subjects for Elementary) Or Praxis II Specialty Exam (Secondary Mathematics), effective 2014-2015</td>
<td>During last semester of Phase I</td>
<td>Praxis II scores are verified.</td>
<td>Eligibility for the initial teaching license is required to be admitted into Phase II of the program.</td>
</tr>
<tr>
<td>Dispositions</td>
<td>Letter of Recommendation</td>
<td>At Application for Admission to Phase II</td>
<td>Submitted to Foliotek along with the application</td>
<td>Satisfactory letter of recommendation from a faculty member is required to be admitted into Phase II of the program.</td>
</tr>
</tbody>
</table>
### Gateway #6: Comprehensive Examination

<table>
<thead>
<tr>
<th>Component Assessed</th>
<th>Measure</th>
<th>When</th>
<th>Process</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>Knowledge/Skills</td>
<td>Comprehensive Examination</td>
<td>Within the last nine hours of graduate coursework.</td>
<td>Candidates complete a three hour essay examination which covers the major theories and content of the core and instructional courses offered in the Elementary or Special Education M.Ed. program of study.</td>
<td>Candidates choose three from among six questions which have been randomly selected from a master list. Each question is scored using “blind review” by two faculty. A candidate must earn a minimum of 80 out of 100 possible points (80%) on each question after the two scores from each faculty member are summed. Each question is scored for Content (65 points) and Organization (35 points).</td>
</tr>
</tbody>
</table>

### Gateway #7: Exit from the Program: Completion of Phase II

<table>
<thead>
<tr>
<th>Component Assessed</th>
<th>Measure</th>
<th>When</th>
<th>Process</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Skills</td>
<td>GPA</td>
<td>Completion of MAT Program</td>
<td>Final Transcript verification required for graduation</td>
<td>3.0 or higher</td>
</tr>
<tr>
<td>Knowledge/Skills/ Dispositions</td>
<td>Advanced license requirements are met</td>
<td>Completion of MAT program</td>
<td>School of Education submits licensure application to SDPI.</td>
<td>“M” License is awarded</td>
</tr>
<tr>
<td>Knowledge/Skills/ Dispositions</td>
<td></td>
<td></td>
<td></td>
<td>Successful Employment/Career Status of Program Completers.</td>
</tr>
</tbody>
</table>

### Gateway #8: Candidate Performance in the Field

<table>
<thead>
<tr>
<th>Component Assessed</th>
<th>Measure</th>
<th>When</th>
<th>Process</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Skills/ Dispositions</td>
<td>Survey to Elementary/Middle/</td>
<td>After first and second year of teaching</td>
<td>The Educator Preparation Program surveys principals</td>
<td>The Survey to Elementary/Middle/</td>
</tr>
</tbody>
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Last Updated 8/6/20
<table>
<thead>
<tr>
<th>Knowledge/Skills/Dispositions</th>
<th>Secondary Principals</th>
<th>who have employed graduates in their first and second of teaching. These ILT (Initially Licensed Teachers) are evaluated for classroom discipline skills, instructional planning, collaboration, disposition, and overall effectiveness.</th>
<th>Secondary Principals results are reviewed by the Dean annually to assess program effectiveness and need for improvement in various areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Skills/Dispositions</td>
<td>Survey for Graduates of Elementary/Middle/Secondary</td>
<td>After first and second year of teaching</td>
<td>The Educator Preparation Program surveys program completers in their first and second year of teaching to evaluate their perceptions of teaching success in classroom discipline, instructional planning, collaboration, disposition, and overall effectiveness as related to the educator preparation program.</td>
</tr>
<tr>
<td>Knowledge/Skills/Dispositions</td>
<td>P-12 Student Impact</td>
<td>Ongoing</td>
<td>The School of Education requests that at exit from the program, students sign an agreement that they will provide the EPP with ongoing “value-added” data or information about P-12 student performance. Through the use of social networking the EPP continues to interact with program completers and Value-Added data reports are provided by students. Other measures of P-12 performance are also requested. The School of Education uses this data to evaluate the teacher education programs.</td>
</tr>
<tr>
<td>offers a Mentor Teacher Program for newly employed students in year 1 and 2 of teaching.</td>
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Teacher Education Student Awards/Honors

Outstanding Student Teacher Award

The Outstanding Student Teacher Award is awarded to graduating student teachers who have demonstrated outstanding knowledge, skills, and dispositions during their student teaching performance.

- Eligibility Criteria: Full time, degree-seeking or licensure only candidates who complete the student teaching internship in any of the approved licensure areas at High Point University may be nominated by their university supervisor and/or cooperating teacher.
- Overall ratings on both the mid-semester and final evaluation instruments consistently exceed expectations.
- Performance in student teaching is superior—of the caliber one would be first year Teacher of the Year at his/her school

Nomination and Selection Process:
- Written nominations may be received from University Supervisors, Cooperating Teachers or Principals where student teaching internships have been completed.
- Nominations should include a narrative that addresses the criteria and provides clear and specific evidence that the person nominated has demonstrated knowledge, skills and attitudes that set him/her apart from peers in teaching performance.
- Awards Committee rank orders nominations and presents to the School of Education Dean for selection.
- Recipients of the Outstanding Student Teacher Awards will be recognized during the annual Honors Day Awards Ceremony.

Outstanding Cooperating Teacher Award:
- While the School of Education appreciates every single teacher who graciously works with our interns, the Outstanding Cooperating Teacher Award is awarded to one or more cooperating teachers who have provided exceptional mentoring for a student teacher.

Criteria:

- Served as a cooperating teacher in the current academic year (Fall and Spring semesters)
- Student teacher will or has received all Met ratings on High Point University Exit Criteria
- Performance as a mentor was positive and productive with professional feedback and time given to the student teacher beyond what was expected.
- Maintained excellent communication with the University Supervisor as well as the student teacher.

Nomination and Selection Process:

- Written nomination by University Supervisor and/or Student Teacher.
• Nomination should include a narrative that addresses the criteria and provides clear and specific evidence that the person nominated has demonstrated the characteristics of an exceptional mentor. At least one specific example of the mentoring should be cited.
• Nominations reviewed by Awards Committee.

Student Organizations

Teachers of Tomorrow

As early as freshman year, students pursuing licensure in teacher education may wish to join the Teachers of Tomorrow. Teachers of Tomorrow (TOT) was started by High Point University students and is fully chartered by the Student Government Association. The organization is home to those interested in education as well as majors from all areas. TOT allows future educators an opportunity to fellowship at meetings about classes and fieldwork, as well as an opportunity to gain insight about the future career in teaching. TOT has worked in the past with tutoring at local schools, helped with Halloween and Easter carnivals for elementary students, and produced treats for teachers and students at nearby schools. During each meeting once a month, new business about upcoming service is discussed and members complete an activity related to education. TOT also brings guest speakers to talk to students about the fascinating career of Education. Teachers of Tomorrow is a fun way to meet other Education majors and share experiences. For more information on the Teachers of Tomorrow, visit the School of Education website (http://education.highpoint.edu) and click on the link ADDITIONAL RESOURCES—STUDENT ORGANIZATIONS.
Faculty Advisor: Ms. Rosie Tarara

Council for Exceptional Children (CEC)

Students who have an interest or are majoring or minoring in Special Education may want to consider becoming members of the Student Chapter of the Council for Exceptional Children. The CEC is the largest international, non-profit organization that provides support and information for children with disabilities, their families, and those who work with these children. The Student Chapter of CEC is open to all majors on campus. For more information on the CEC, visit the School of Education website (http://education.highpoint.edu) and click on the link ADDITIONAL RESOURCES—STUDENT ORGANIZATIONS.
Faculty Advisor: Dr. Heidi Summey

North Carolina Association of Elementary Educators (NCAEE)

The NCAEE was founded in the fall of 2005 and is the only professional organization in North Carolina to advocate and serve elementary educators and elementary children. This student organization meets monthly. For more information on the NCAEE, visit the School of Education website (http://education.highpoint.edu) and click on the link ADDITIONAL RESOURCES—STUDENT ORGANIZATIONS to learn more about the organization and possibilities for leadership roles.
Faculty Advisor: TBD
Kappa Delta Pi

The High Point University chapter, Kappa Mu, of Kappa Delta Pi, the International Honor Society in Education was established in 1965. Undergraduates with an academic record of achieving at least a 3.2 GPA are invited to apply for membership. The application includes not only the academic record but also the commitment to a career in teaching and involvement in campus activities. The chapter recognizes the mission of KDP is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service. The chapter promotes the vision of helping committed educators to become leaders in improving education for global leadership.

A major project of the chapter is a Literacy Alive event each year. In the past, a collection of photographs were taken by members, printed and placed in notebooks for teachers to use as writing prompts for their students. Books have been collected and given to children who do not have access to books at home. Other activities have included Dorm Storming for the Box Tops for Education labels, joint movies/collecting school supplies with TOT [Teachers of Tomorrow] and NCAEE NC Association of Elementary Educators.

Faculty Advisor: Dr. Leslie Cavendish
License Renewal Documentation

Name: [Name]
SSN: XXX-XX-XXXX
Date License Expires: [Date]

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<tr>
<th>Credit Awarded</th>
<th>Activity</th>
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This individual is recommended for license renewal

__________________________________________________________
Dean/Director of Teacher Education Date
Methods Faculty Licensure Renewal Guidelines

All methods faculty must renew their licenses every five years. To do this, faculty members must earn a minimum of 15 renewal credits during each five year cycle. Up to five renewal credits each five years can be earned by teaching (1 credit is awarded for each year of full-time teaching during the five year cycle). Options for earning additional renewal credit are described below.

Notes:

1. The Director of Teacher Education is responsible for monitoring the licensure of methods faculty, providing opportunities for earning renewal credits, approving proposing renewal activities, and verifying renewal credits to the Department of Public Instruction. A copy of all methods faculty’s licenses should be on file in the office of the Director of Teacher Education (Roberts Hall: 343).

2. Per State Board policy, the renewal activities are to be focused on the individual’s license area(s). The IHE will encourage 3-5 hours focused on technology or literacy training competencies relevant to the license area(s).

3. All renewal activities must be approved in advance.

4. Multi-year professional growth plans and peer review of these plans are encouraged.

5. Renewal activities are to be aligned with State Board and unit strategic priorities. The State Board strategic priorities are: High Student Performance; Healthy Students in Safe, Orderly, and Caring Schools; Quality Professionals; Strong Family, Community, and Business Support; and Effective and Efficient Operations.

Activity Options:

1. Methods faculty may earn renewal credit by successfully completing additional college/university course work related to the license area(s). Each semester hour of course work is the equivalent of 1.5 renewal credits.

2. Methods faculty may earn renewal credit by participating in planned renewal activities. One renewal credit may be awarded for each 10 contact hours completed. Such activities include workshops or specialized training offered by school systems, community colleges, colleges/universities, and professional associations. Specific activities will be planned by the Director of Teacher Education to meet expressed needs/interests of faculty.

3. Methods faculty may earn up to 8.0 renewal credits during each five year cycle for presentations at regional, state, and national meetings of appropriate professional associations. 2.0 renewal credit(s) may be awarded for each different presentation made. A written outlined of each presentation must be filed with the Director of Teacher Education for renewal credit to be awarded.

4. Methods faculty may earn up to 5.0 renewal credits during the five year cycle for attending regional, state, and national conferences of appropriate professional associations. Faculty seeking renewal credit through this option must submit written documentation of attendance and a summary of competencies developed/refined by participation in the conference. Up to 1 renewal credit(s) may be awarded for each conference attended.
5. Methods faculty may earn up to 5.0 renewal credits during each five year cycle for publications (articles accepted for refereed journals, chapters in books, and scholarly activities). The actual number of credits awarded will be negotiated by the faculty member involved and the Director of Teacher Education. A copy of the final publication article, chapter, or book must be filed with the Director of Teacher Education for renewal credit to be awarded.

6. Methods faculty may earn up to 5.0 renewal credits during each five year cycle for planned independent projects and study. Such activities may include the development of community-based projects, formalized public school partnerships, or the writing and direction of grant projects related to the licensure area(s). The actual number of credits for the independent project will be negotiated by the faculty member involved and the Director of Teacher Education. Such study must be approved in advance and must include a statement of competencies to be attained/refined through such study. Before credit is awarded, written documentation that the study has been completed must be on file in the Director of Teacher Education.

7. Methods faculty may earn up to 4.0 renewal credits during each five year cycle for participation in SDPI Program Approval Training and participation on SDPI Program Approval Visit. Up to 2.0 renewal credits will be awarded for training and 2.0 credits awarded for program visitation.

8. Methods faculty may earn up to 2.0 renewal credits during each five year cycle for serving as a member of a SACS Accrediting Team, serving as chair of a SACS Accrediting team, or serving as a consultant for SACS during a team visit. Up to 1.0 renewal credits will be awarded for each accrediting team visit.

9. Methods faculty may earn renewal credit by participating in Technology training which relates to the licensure area(s). One renewal credit may be awarded for each 10 contact hours completed. Faculty seeking renewal credit through this option must submit written documentation of attendance and a summary of competencies developed/refined by participation in the training.

10. Methods faculty may earn renewal credit by participating in Literacy training which relates to the licensure area(s). One renewal credit may be awarded for each 10 contact hours completed. Faculty seeking renewal credit through this option must submit written documentation of attendance and a summary of competencies developed/refined by participation in the training.

Records of all renewal activities shall be maintained in the office of the Director for Teacher Education (Roberts Hall 343). The director shall submit documentation to the Licensure Section by June 1 of the year in which the license expires. This documentation must include a Form U (Criminal Conviction) and a summary (not curriculum vita) of the renewal activities completed by the individual during the renewal cycle.
Submitted to the North Carolina Department of Public Instruction by Dr. Mariann Tillery, Dean of the School of Education/Director of Teacher Education

____________________________________________________________________________
Signature of the Dean/Director of Teacher Education                     Date

DPI Approval
Approved by: ___________________________________________________ Date: __________

Position: ____________________________________________________________

Licensure Renewal Record
High Point University

Name: _______________________________________________________________

Department: __________________________________________________________

Description of Proposed Activity

Renewal Credits Awarded: _________________ Date: _______________